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ABSTRACT

Intended to enhance the quality of language arts instruction in the second grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

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NORMAN PUBLIC SCHOOLS

LANGUAGE ARTS
CURRICULUM GUIDE
SECOND GRADE

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August, 1981

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TABLE OF CONTENTS

Introduction i

Articulation Chart 1

STRAND I: LANGUAGE AND GRAMMAR

Guide 20
Additional Resources 54

STRAND II: LISTENING

Guide 60
Additional Resources 70

STRAND III: SPEAKING

Guide 74
Additional Resources 86

STRAND IV: READING

Guide 89
Additional Resources 149

STRAND V: WRITING

Guide 165
Additional Resources 177

Appendices

Key to Abbreviations 185
Bibliography of Teaching Aids 186
Contributors 189

INTRODUCTION

This language arts curriculum guide has been prepared by members of the faculty of the Norman Public Schools to enhance the quality of language arts instruction. The guide defines objectives, lists some basic resources, and offers suggested teaching activities. The intent of the guide is to:

1. Provide teachers, beginning as well as experienced, with clearly defined learner objectives.
2. Provide continuity in the language arts program between grade levels and among schools within the district.
3. Avoid unnecessary duplication within the curriculum.
4. Supply basic resources and activities.

Improvement of instruction, however, depends primarily upon the teachers who use this guide. Teachers are urged to try the suggested activities and resources and make notations concerning the guide's strengths and weaknesses, so that it may be continuously updated.

LANGUAGE ARTS

ARTICULATION CHART

I = Introduction
M = Major Objective
R = Reinforcement & Extension
r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand I: Language and Grammar					
The student....					
1. Listens and looks for words that rhyme with each other	I	M	R	r	r
2. Uses oral and written language to express thoughts	I	M	M	M	M
3. Distinguishes between a word, a word-part, or a group of words	I	M	R	r	r
4. Recognizes that words are symbols	I/M	R	r	r	r
5. Recognizes that people give meaning to words and can add meaning to existing words			I	M	R
6. Uses a dictionary definition to understand the meaning of a word		I	M	R	r
7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch)		I	M	R	r
8. Can expand a sentence by adding words or groups of words			I	M	R
9. Can reduce a sentence by removing words or groups of words				I	M
10. Recognizes that a word's position in a sentence may indicate its function					I
11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.)					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 2

I = Introduction
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(Review/use)

GRADE LEVEL

	OBJECTIVE	1	2	3	4	5
12.	Examines the processes by which meanings of words are changed (e.g., misuse, association, etc.)					I
13.	Distinguishes between the purposes of messages (selling and informing)			I	M	R
14.	Distinguishes between fact and opinion			I	M	R
15.	Recognizes that spoken English is usually more informal than written English				I	I
16.	Recognizes simple subject in sentences with natural order		I	M	R	r
17.	Recognizes simple subject in sentences with inverted order					I
18.	Recognizes simple predicate in sentences with natural order		I	M	R	r
19.	Recognizes simple predicate in sentences with inverted order					I
20.	Separates a sentence into its two main parts (complete subject and complete predicate).			I	M	R
21.	Identifies a statement		I	M	R	r
22.	Identifies a question		I	M	R	r
23.	Identifies a command			I	M	R
24.	Identifies an exclamation			I	M	R
25.	Distinguishes between a complete simple sentence and a sentence fragment				I	I
26.	Recognizes a compound sentence				I	M

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
27. Recognizes a prepositional phrase					I
28. Provides a definition of a noun, and identifies common nouns in sentences		I	M	R	r
29. Identifies proper nouns in sentences			I	M	R
30. Provides a definition and identifies a pronoun			I	M	R
31. Identifies personal pronouns			I	M	R
32. Identifies number (singular or plural) of a pronoun			I	M	R
33. Uses pronoun number in agreement with antecedent				I	M
34. Forms possessive case of nouns and pronouns:					
a. singular not ending in s			I	M	R
b. singular ending in s					I
c. plural not ending in s			I	M	R
d. plural ending in s					I
35. Recognizes and defines a verb		I	M	R	r
36. Recognizes helping verbs			I	M	R
37. Identifies present tense			I	M	R
38. Identifies past tense			I	M	R
39. Identifies future tense			I	M	R
40. Uses verb number in agreement with subject			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
41. Identifies contractions and their component words		I	M	R	r
42. Uses proper subject-verb agreement with contractions			I	M	R
43. Identifies and defines an adjective			I	M	R
44. Recognizes articles and determiners			I	M	R
45. Identifies and defines an adverb				I	M
46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences				I	M
47. Provides a definition of an interjection, and recognizes interjections in sentences				I	M
48. Uses the period:					
a. as the closing for declarative and imperative sentences	I	M	R	r	r
b. at the end of abbreviations	I	M	R	r	r
c. after initials	I	M	R	r	r
49. Uses the question mark to close interrogative sentences	I	M	R	r	r
50. Uses the exclamation point to close exclamatory sentences			I	M	R

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
51. Uses the comma to set off or separate:					
a. words or phrases of direct address			I	M	R
b. city and state		I	M	R	r
c. various parts of a date		I	M	R	r
d. direct quotations				I	M
e. salutation and closing of a friendly letter			I	M	R
f. introductory words and phrases					I
g. items in a series			I	M	R
h. compound sentences				I	M
52. Uses the colon to show hours and minutes numerically		I	M	R	r
53. Recognizes the need for quotation marks in short direct quotations (unbroken)			I	M	R
54. Recognizes the need for quotation marks with titles of short stories (short works)			I	M	R
55. Recognizes the need for the apostrophe with possessive case of nouns			I	M	R
56. Uses the apostrophe to indicate omitted letters in a contraction		I	M	R	r
57. Underlines titles of books (longer works)			I	M	R

LANGUAGE ARTS

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
58. Capitalizes:					
a. persons, days of the week, and months of the year	I	M	R	r	r
b. countries, nationalities, races, languages, and geographic and place names			I	M	r
c. special organizations, special buildings, structures, ships, airplanes, and trains				I	M
d. brand or trade names, not products					I
e. holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual		I	M	R	r
f. beginning of a sentence	I	M	R	r	r
g. greeting and closing of a letter			I	M	R
h. titles of stories, poems, and books		I	I	M	R
i. names of religions				I	M
j. definitive areas but not directions					I

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand II: Listening					
The student...					
1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.)	R	r	r	r	r
2. Listens for information, for entertainment or pleasure, for understanding, and for safety	M	R	r	r	r
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening)	I	M	R	r	r
4. Follows oral directions	M	M	M	M	M
5. Listens and responds appropriately to other speakers in both formal and informal situations	I	M	R	r	r
6. Listens to get main ideas	I	M	R	r	r
7. Listens to get supporting details		I	M	R	r
8. Listens to obtain information which can be repeated or paraphrased			I	M	R
9. Distinguishes between statements of fact and statements of opinion			I	M	R
10. Uses contextual clues to determine the meanings of words			I	M	R

LANGUAGE ARTS

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OBJECTIVE	GRADE LEVEL 1	2	3	4	5
Strand III: Speaking					
The student...					
1. Responds orally to questions from teachers and peers in the classroom situation	M	R	r	r	r
2. Demonstrates proficiency in the mechanics of speech through:					
a. enunciation of speech sounds	I	M	R	r	r
b. stress and pitch				I	M
c. volume	I	M	R	r	r
d. rate	I	M	R	r	r
3. Gives oral reports			I	M	R
4. Selects an appropriate topic for a report			I	M	R
5. Expresses ideas and opinions in group discussion	I	M	R	R	R
6. Limits remarks to the purpose of the discussion	I	M	M	M	M
7. Maintains eye contact with an audience				I	M
8. Allows others to finish speaking before beginning to speak in a conversation or discussion	I	M	M	M	M
9. Uses the telephone courteously for social and practical purposes	I	M	R	r	r
10. Words questions so that the answer sought is the information received		I	M	R	r

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand IV: Reading					
The student...					
1. Recognizes that printed words represent spoken language	M	R	r	r	r
2. Develops auditory discrimination by:					
a. differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols	M	R	r	r	r
b. recognizing similarities and differences in sounds within words (initial, medial, final positions)	M	R	r	r	r
c. identifying and formulating rhyming sounds	I	M	R	r	r
3. Uses word-attack skills to decode words:					
a. recognizes basic words by sight (different words at different levels)	M	R	r	r	r
b. uses phonetic analysis to:					
1. recognize initial, medial and final consonant letters	M	R	r	r	r
2. recognize long and short vowels	M	R	r	r	r
3. recognize consonant blends and consonant digraphs	M	R	r	r	r
4. recognize vowel controllers (silent e, r, etc.)	M	R	r	r	r
5. recognize vowel digraphs	M	R	r	r	r

LANGUAGE ARTS

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(Review/use)

OBJECTIVE	GRADE LEVEL 1	2	3	4	5
recognize diphthongs	M	R	r	r	r
7. recognize the schwa vowel			I	M	R
4. Develops visual discrimination by:					
a. recognizing similarities and differences in pictures and shapes	M	R	r	r	r
b. discerning differences in size and shape of letters and words	M	R	r	r	r
5. Develops left-to-right visual patterns	M	R	r	r	r
6. Uses structural analysis to:					
a. recognize and identify the meanings of root words	I	M	R	r	r
b. recognize inflectional forms and their influence on words to which they become attached:					
1. inflections that indicate number (s, es)	I	M	R	r	r
2. inflections that indicate simple tense (s, ed, ing)	I	M	R	r	r
3. possessive inflections ('s,s')(See Language and Grammar objective #34)					
4. inflections that indicate comparison of adjectives and adverbs (er,est)		I	M	R	r
7. Recognizes and identifies meanings of common prefixes and suffixes		I	M	R	r
3. Identifies the number of syllables in word	I	M	R	r	r

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
9. Divides words into syllables	I	I	I	M	R
10. Recognizes and formulates compound words	I	M	R	r	r
11. Identifies the meanings of contractions	I	I	M	R	r
12. Identifies the meanings of common abbreviations	I	I	M	R	r
13. Uses context clues to determine the meanings of new words:					
a. clues of definition			I	M	R
b. clues of restatement, such as appositives		I	M	R	r
c. clues of contrast and comparison			I	M	R
d. descriptive words or phrases that imply the meaning of a specific word		I	M	R	r
e. picture clues	M	R	r	r	r
14. Uses a dictionary to determine meaning and pronunciation of new words:					
a. knows the alphabet sequence sufficiently to find words easily			I	M	R
b. identifies guide words and understands how to use them to find a word			I	M	R
c. identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries			I	M	R
d. uses the pronunciation key or guide of a specific dictionary				I	M
e. selects appropriate definitions and/or synonyms and antonyms from a dictionary entry				I	M

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
f. identifies parts of speech labels in a dictionary entry				I	M
15. Understands synonyms and antonyms		I	M	R	r
16. Understands homonyms			I	M	R
17. Recognizes that sentences are put together in paragraphs for specific purposes				I	M
18. Can express the meaning of a paragraph in his/her own words				I	M
19. Uses capitalization and end punctuation as a guide to meaning	I	M	R	r	r
20. Uses internal punctuation as a guide to meaning			I	M	R
21. Understands the literal meaning of a passage:					
a. recognizes and recalls details explicitly stated in a selection	I	M	R	r	r
b. recognizes the order of incidents, events, or ideas explicitly stated in a selection			I	M	R
c. recognizes an explicit statement of a main idea			I	M	R
d. recognizes or recalls statments of character traits explicitly stated in a selection			I	M	R
e. recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection					I
f. recognizes and/or recalls cause and effect relationships explicitly stated in a selection					I

LANGUAGE ARTS

ARTICULATION CHART

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters			I	M	R
23. Differentiates between reality and fantasy	I	M	R	r	r
24. Reads silently		I	M	R	r
25. Reads aloud in a manner that communicates meaning.			I	M	R
26. Alters the method of reading in relation to the type of materials and purposes for reading.				I	M
27. Uses study skills to meet the requirements of school work:					
a. uses parts of books, table of contents, glossaries, index, subtitles, etc.		I	M	R	r
b. follows written directions		I	I	M	R
c. uses introductory outlining skills				I	M
d. takes written notes					I
e. uses reading skills needed for preparing a report				I	M
f. uses print clues, such as italics, underscoring, color coding, etc.				I	M

LANGUAGE ARTS

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(Review/use)

			GRADE LEVEL		
OBJECTIVE	1	2	3	4	5
28. Uses specialized reading skills needed for the various subject areas:					
a. understands specific meanings of words in the various content areas			I	M	R
b. can read charts, maps, graphs, tables, and diagrams			I	M	R
c. can interpret pictures		I	M	R	r
29. Locates specific materials in the library			I	M	R
30. Uses supplementary references such as encyclopedias and dictionaries		I	I	M	R
31. Organizes materials read by classifying or summarizing					I
32. Makes critical judgements about material read:					
a. distinguishes between fictional and nonfictional reading selections			I	M	R
b. recognizes an author's apparent and/or hidden purpose					I
c. judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference)					I
33. Identifies with characters and events portrayed by authors.	I	M	R	r	r
34. Discusses behaviors, traits, and relationships of characters			I	M	R
35. Identifies or infers main ideas, conclusion, and themes from literature				I	M

LANGUAGE ARTS

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
36. Identifies the plot in a literary selection.					I
37. Recognizes when the author's background influences the content					I
38. Examines the effect of setting in a story, play, or film				I	M
39. Uses the library independently for recreational reading			I	M	R
40. Examines the contributions of various ethnic groups to the literary heritage of America					I
41. Distinguishes between fact and opinion			I	M	R

LANGUAGE ARTS

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r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand V: Writing					
The student...					
1. Recognizes that the written words are graphic symbols for spoken words	M	R	r	r	r
2. Develops handwriting skills:					
a. uses manuscript	M	R			
b. uses cursive writing			I/M	R	r
c. prints neatly, legibly, and with moderate speed	M	R	r	r	r
d. uses left-to-right progression	M	R	r	r	r
e. uses simple punctuation marks	I	M	R	r	r
f. employs appropriate formation, size, slant, alignment, and spacing in cursive			I/M	R	r
3. Uses proper capitalization in writing (See Language and Grammar Objective #58)					
4. Uses correct punctuation in writing (See Language and Grammar Objective #14)					
5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly			I	M	R
6. Spells a prescribed set or series of words correctly.	M	M	M	M	M
7. Proofreads and corrects				I	I

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
8. Uses descriptive words and phrases				I	M
9. Writes a complete simple sentence	I	M	R	r	r
10. Writes a story using simple sentences in a sequence.			I	M	R
11. Writes a story having a beginning, a middle, and an end.				I	M
12. Combines short, choppy sentences by compounding subjects and verbs					I
13. Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.)				I	M
14. Combines two or more sentences into a compound sentence				I	M
15. Writes words that work together in meaningful thought units (clauses and phrases) within a sentence					I
16. Varies sentences by adding and rearranging words and phrases					I
17. Expands the meaning of sentences through the use of words and phrases in a series					I
18. Writes paragraphs with a logical sequence				I	M
19. Writes simple poetry with or without rhyme		I	I	M	R
20. Writes a summary					I

LANGUAGE ARTS

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GRADE LEVEL

OBJECTIVE	1	2	3	4	5
21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report					I
22. Separates run-on sentences and lengthy compound sentences					I
23. Writes from dictation		I	M	R	r

STRAND I

LANGUAGE AND GRAMMAR

OBJECTIVE	RESOURCES
1. Listens and looks for words that rhyme with each other. (M)	Read, Think, Color. Palos Verdes, Ca.: Frank Schaffer Publications, p. 21,27. Thinker Sheets. Carthage, Ill.: Good Apple, p. 19. LIBRARY RESOURCES: FS 421 Rhy — Rhyming endings; Jam Handy; Loc: Mad, McK. DR 821 Chi — A child's garden of verses; Spoken arts; Loc: Ike, Jeff. DR 372.6 Wit — Witch's brew: pot full of songs for oral development; Educ. activities; Loc: Mad.
2. Uses oral and written language to express thoughts. (M)	LIBRARY RESOURCES: FSR 428.34 Beg — Beginning fluency in English as a new language; Bowmar, 1967; Loc: Mad. TR 420.07 To — Touching the basics in English; Educ. activities; Loc: Mad.

ACTIVITIES

NOTES

1.1. Make several oak tag circles divided into four or six sections. Write rhyming words in the different sections. Ask students to color in the sections with words that rhyme, using matching colors.

1.2. Prepare a ditto with two columns of words for matching rhyming words. Provide a set of blank spaces after the words in the left column. Have the children write the word from the right column in the space next to the rhyming word in the left column.

1.3. Prepare a list of words that rhyme with the first names of the children in the class. Write the list on the board or ditto the list for the class. Let students find the words that rhyme with their names and write two or three-line poems using these rhyming words. Title the poems, "Me." Some students may suggest other words which rhyme with their names. Encourage them to add to the list of rhyming words.

* * *

2.1. Scramble the words from easy sentences on a board or on a chart. Let the children take turns unscrambling the words.

2.2. Prepare word cards using sentences. In small groups, give each child a card with a word in that group's sentence. If there are four words in the sentence, have four students stand, each holding one word card. Be sure the words are mixed. Appoint a child to arrange them in a sentence. NOTE: This activity may be extended to include end punctuation for the sentences.

OBJECTIVE	RESOURCES
3. Distinguishes between a word, a word-part, and a group of words. (M)	3.1. *Towers*: Teacher's Guide. Boston: Houghton Mifflin, Co., 1981, p.96. *Read*, *Think*, *Color*, p.29.

ACTIVITIES

NOTES

2.3. **Pick-a-Tale Story Starters:** On colored paper, cut turkey tail feathers to be pinned on a turkey poster. Write story starters on the tail feathers and let the children pick a tail and complete the story. Suggested story starters include:

1. I am a big fat turkey
2. On Thanksgiving vacation I am
3. When I was on the Mayflower I
4. My Indian friend came to Thanksgiving dinner and we
5. My favorite food is
6. The turkey was gobbling because

2.4. Have students think about something they have never done before. If possible, let them do it. Then have them write or tell about it. Let them discuss this thoroughly for suggestions of things to do.

* * *

3.1. Word Collage: Provide magazines, catalogs, and newspapers so the children can make their own word collages. Give each child an 8" square of oak tag. Working independently, the children can cut out any words they can say. They paste the words they know on the oak tag. Students should try to cover as much of the oak tag as they can. Display the collages so the others can try to read the words. Some children might enjoy the challenge of writing sentences using the words they have used in their collages.

3.2. Write several sentences on the board or on a ditto without providing spaces between the words. Have the children find the words and write them out correctly. EXAMPLE:

Thebrowncowjumpedoverthefence.
Whowillgetanorangetoeat?

The brown cow jumped over the fence.
Who will get an orange to eat?

* * *

OBJECTIVE	RESOURCES
4. Recognizes that words are symbols. (R)	LIBRARY RESOURCES: FS 425 Ge — Getting to know words Popular science, 1964 Loc: Mad, Mon.
6. Uses a dictionary definition to understand the meaning of a word. (I)	

ACTIVITIES

NOTES

4.1. Have students pantomime words for the class to guess the word. The student who correctly guesses the word being pantomimed gets to pantomime the next word.

4.2. Scavenger Hunt: From a basket or bucket, children draw five label cards each. On each card is the name of an object in the room. The children place the label cards on the objects they represent. VARIATIONS: Hide surprises, such as candy, at the various objects. Let the children draw only one label card and hide the other cards at the site of the object. The location of one object leads to discovery of the next clue for a "Treasure Hunt."

* * *

6.1. The teacher opens the dictionary, randomly selects a word, tells the students the beginning letter, and reads the definition. The students guess the word the teacher selected. Students can easily take the role of the teacher in this game. The child who correctly guessed the word may get to look up the next word.

6.2. Prepare a ditto for a "Mystery Word" sheet. Provide a space for the student's name, the guide words on the page in the dictionary on which the word is found, and some clues to letters in the word. Clues could include a vowel or a consonant included in the word or the first letter of the word. Also provide a space for the student to fill in the definition of the word. Have each student select a mystery word and complete a sheet on it. Let them read each other's sheets and guess the mystery words.

OBJECTIVE	RESOURCES
7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch). (I)	7.2. Burie, Audrey Ann and Heltshe, Mary Ann, Reading With A Smile. Washington, D.C.: Acropolis Books, Ltd., 1978, p. 46.
16. Recognizes simple subject in sentences with natural order. (I)	

ACTIVITIES

NOTES

6.3. Help students make a "Word Book." The teacher provides a word sheet with words printed in squares on colored xeroxed pages. The pupils cut the word squares out and paste them on construction paper pages. Each word goes on a separate page. The child prints a short defintion of the word at the bottom of the construction paper page. Students cut out pictures representing the words from old magazines and newspapers. They paste the pictures on the pages. Each child may create his/her own word book, like a picture dictionary, at a slow rate of one or two words per week.

* * *

7.1. Write sentences on the board, underlining the words to be changed. Have the children write the sentences again, using a new word for the underlined word. Check to be sure that the substituted words represent the same ideas as the original words.

7.2. Cut out strips of poster board and write four words on each strip. Each set of words should contain three synonyms and one antonym. Cover each strip with self-adhesive plastic. Ask the pupils to find the word that does not belong and put a rubber ring (from canning jars) or rubber band around it.

small tiny long little

* * *

16.1. Ask children to write three short sentences about themselves. Have them underline the subjects of their sentences.

OBJECTIVE	RESOURCES
	16.2. Bruno, Angela and Jessie, Karen, Hands On Approach to Grammar, Spelling, and Handwriting. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976, p.35
	LIBRARY RESOURCES:
	FS What is a sentence? 425 Ency. Brit. Wh Loc: Cl, Jeff, Mad.
18. Recognizes simple predicate in sentences with natural order. (I)	18.2. Raskin, Bruce, ed. The Whole Learning Catalog. Palo Alto, Ca.: Education Today Company, Inc., 1976, p. 93

ACTIVITIES	NOTES

16.2. Make 15 or more 4"X12" oak tag strips of all the same color. Make 15 or more 4" oak tag squares all of a different color. On each strip, write a statement or command, omitting the subject. On each square, write the subject that corresponds to each sentence. Distribute sentence strips and subject cards to all players. The first player reads a sentence strip, with the blank. That child calls on another player with a subject card. If the sentence makes sense when the second player reads it filling in the blank, play continues with the next player reading a sentence and calling on students to provide subjects. If the match does not make sense, the first player continues to call upon players with subject cards until a correct match is made. Play continues until all matches are made.

16.3. Make a subject tree for the bulletin board. Subject words are printed on the leaves and pinned to the tree. Sentences without subjects are presented, and students select the subjects from the tree. VARIATION: Subjects may be written on apples for the tree. The teacher may keep a basket of blank apples. If a child writes a sentence or finds a sentence with an interesting subject, the child may write it on a blank apple and put it on the tree.

* * *

18.1. Make a predicate tree like the subject tree. (See GRAMMAR AND LANGUAGE STRAND Objective #16.) Or make up predicates for the subjects on the subject tree.

18.2. "Language Blanket:" Cut an old sheet into ten inch squares. Each child receives a number of squares on which he/she illustrates a subject or a predicate. The children then color their illustrations and decorate their squares. Some like to use fabric scraps, trims, and sequins. Each illustration is labelled with the word. Then the children sew the squares together into a subject blanket and a predicate blanket. Blankets are displayed in the room as handy and attractive reminders for subjects and predicates in sentences.

OBJECTIVE	RESOURCES
	18.3. Smith, James, Adventures in Communication, Boston: Allyn and Bacon, Inc., 1972, p. 455.
21. Identifies a statement. (I)	21.1. Big Language Arts, Instructor Curriculum Materials, Instructor Publications, Inc.
	21.2. Language Skills and Use, New York: Scott Foresman, Inc., Bk.1, Teacher's Edition.
22. Identifies a question. (I)	

ACTIVITIES	NOTES
18.3. Divide the players into two groups. One group leaves the room. The remaining group selects a verb, such as "sing." The outside group is told a word which rhymes with the verb, such as "spring." They guess the verb and come back to the room and ponatomime the verb. When the first group decides that the group is accurate in pantomiming the verb, they clap their hands.	

* * *

21.1. Create cut and paste activities where children cut out words or sentences and paste them according to whether or not they are statements. They may use words to paste together statements. Or they may past all of the statements on one color of construction paper.

21.2. Let the class act as a card section at a sports event. Have them put a large period on one piece of construction paper and a question mark on another. As the teacher reads sentences aloud, pausing after each sentence, the pupils hold up the appropriate ending mark for each sentence.

* * *

22.1. Discuss a topic in class using visual stimulation such as photographs or filmstrips. Ask and answer questions. Then have the students compose questions and write them down. Have them write the answer directly under the question. Continue to alternate questions and answers.

22.2. Students write short question and answer poems, such as,

What is gray?
   A foggy bay
   On a cold, winter day.
What is soft?
   A kitten's fur,
   A kitten's purr.

Because these poems can be short, students may create a collection of them. The teacher may need to help with questions to start them.

OBJECTIVE	RESOURCES
28. Provides a definition of a noun and identifies common nouns. (I)	28.1. Furlong, Kay, Language Skills. Palos Verdes, Ca.: Frank Schaffer Publications, pp. 2,6. LIBRARY RESOURCES: FS Name calling, mr. noun 415 Eyegate Na Loc: Ike, Lin, Mon. F The elephant eats, the penquin eats: nouns CC BFA 16mm. 10 min, P-I Loc: cc

ACTIVITIES

NOTES

22.3. Let the children write questions in pencil and answers in "disappearing ink." Use lemon juice or milk for the disappearing ink. Hold the paper up to a light bulb or iron it, and the writing will reappear.

* * *

28.1. "Catch a Noun:" Prepare a page with drawings of fish with nouns printed on them. Let the children color the fish lightly, so the nouns can still be read. Have them cut out the fish and put them in the fish bowl. VARIATION: clip paper clips to each fish before they are put in the bowl. Provide a string with a magnet for the children to go fishing for the nouns.

28.2. Make a large pot out of poster board. (It will last longer if you laminate it.) Cut many small slits into the pot and insert paper clips through them. Display the pot to the class, and tell the children that you need help to fill the "Noun Pot." Have them collect nouns from magazines and newspapers. They may cut out the words and clip them on the pot. Provide a few index cards for students to write any fun nouns on and clip to the pot. NOTE: This supply of nouns can be used for other activities, or this activity can be used for other parts of speech.

28.3. Have the children cut out pictures from magazines. The pictures should represent persons, places, and things. The children will glue the pictures on pages of construction paper, bind the book, and label it "My Noun Book." Ask the children to write the word for the picture on each page in the book.

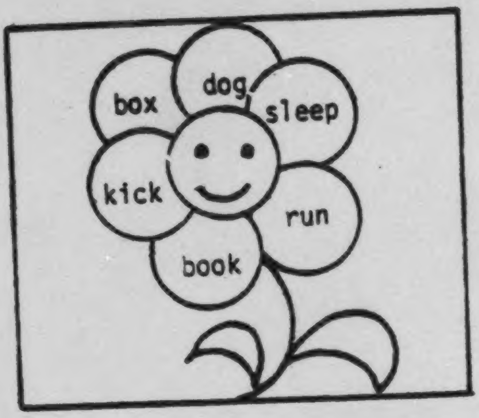
* * *

OBJECTIVE	RESOURCES
35. Recognizes and defines a verb. (I)	35.1. Furlong, Language Skills, p.28. LIBRARY RESOURCES: F Monkey see, monkey do: verbs CC BFA 16mm P-I 10 min. Loc: CC FS Mister verb: a man of action 415 Eyegate Mi Loc: Ike, Lin, Mon.
41. Identifies contractions and their component words. (I)	

ACTIVITIES

NOTES

35.1. Create flowers with petals with words on them. Include both nouns and verbs on the separate petals. Have the students color the petals with verbs one certain color. Have them write the verbs on a sheet of paper. Or ask them to write sentences using the verbs.



35.2. Provide old magazines for students to cut out pictures of people performing different actions. Students mount the pictures and write the verb that tells what the people are doing.

35.3. Ask students to pantomime different verbs, and let the class guess the verbs.

* * *

41.1. Trace 17 hotdog buns and print word combinations on each one: you are, I am, let us, we are, they are, you will, will not, it is, I will, we will, is not, do not, I have, he is, can not, she is, you are. Trace 17 hotdogs and print the contractions on the hotdogs: you're, I'm, let's, we're, they're, you'll, won't, it's, I'll, we'll, isn't, don't, I've, he's, can't, she's, and you're. Have the students read the contraction on each hotdog and find the hotdog bun that has the two words that make the contraction. Tell them to match the hotdog to the correct bun.

OBJECTIVE	RESOURCES
	41.2. Towers, Teacher's Guide. Boston: Houghton Mifflin Co., 1981, p. 96
48.a. Uses the period: as the closing for declarative and imperative sentences. (M)	48a.1. Towers, Teacher's Guide. Boston: Houghton Mifflin Co., p. 271

ACTIVITIES

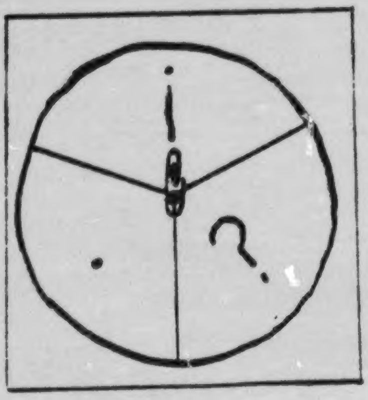
NOTES

41.2. To help children become more familiar with some contractions, make a bulletin board with a matching activity on it. Divide the board into two columns. In the first column, tack cards that have contractions on them. In the second column, tack cards that have the component words for the contractions printed on them. Beside each contraction card staple a piece of yarn long enough to reach the card farthest away. Place a thumbtack or push pin beside each card with the component words. Have the children work in pairs with one reading the contraction card and the other tacking the yarn beside the matching component words card. Later, the teacher may reverse the yarn so the children may match the component word cards with the corresponding contractions.

* * *

48a.1. Cut out a circle of cardboard and mark it into three sections. Print a period in one section, a question mark in another section, and an exclamation point in the third section. Make a spinner for the circle with a paper clip and a paper fastener. Print the following sentence on the board, omitting any end punctuation: "I have a silly kitten." Have one child spin the spinner, noting silently which punctuation mark it lands on. The child reads the sentence aloud as if that punctuation mark were at the end of the sentence. The other children try to guess which punctuation mark is being used. Repeat the procedure with the following sentences:

It's hot outside today
His car isn't working
My hands are dirty
Those drums are loud



OBJECTIVE	RESOURCES
48.b. Uses the period: at the end of abbreviations. (M)	48b.1. Burie and Heltshe, Reading With A Smile, p. 122.

ACTIVITIES

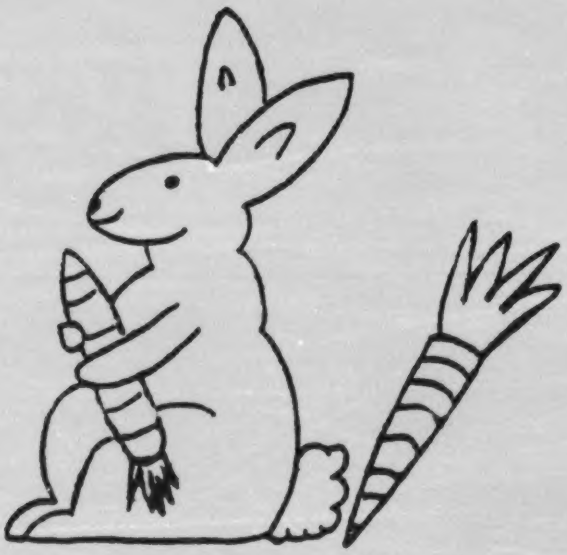
NOTES

48a.2. Make a ditto using a paragraph from a popular book. Copy the paragraph retaining the capital letters but omitting periods. Have the children put the periods in the appropriate places.

48a.3. For a special occasion or holiday, have student write and illustrate greeting cards for parents and peers. Before the card can be given to parents, it must be checked for proper punctuation.

* * *

48b.1. Abbreviation Bunnies: Make 14 bunny outlines and carrots. Cover with plastic adhesive. Using grease pencil, print a word on each bunny and the abbreviation on a carrot. Cut the paws on the rabbit so the carrot can be inserted. Code the rabbits and carrots so the exercise can be self-checking. Tell the students to feed each bunny a carrot by finding the carrot which belongs to each rabbit.

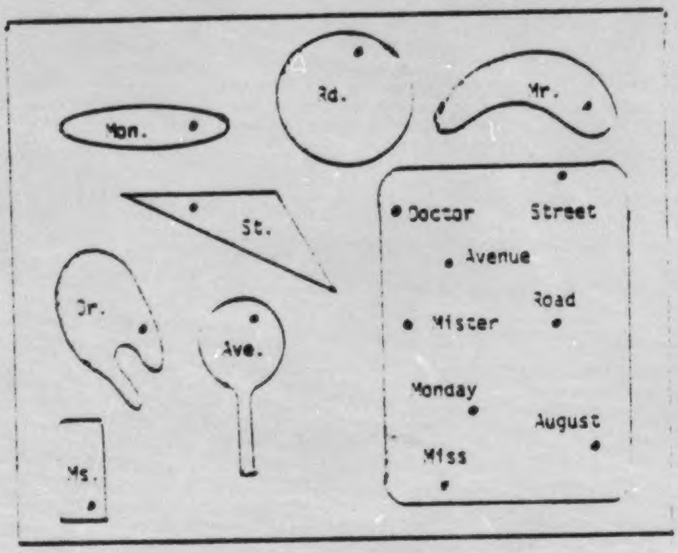


OBJECTIVE	RESOURCES
48.c. Uses the period: after initials. (M)	

ACTIVITIES

NOTES

48b.2. Briefly introduce abbreviations by explaining that they are a short way of writing a word. Review the class on the use of the period at the end of abbreviations and the fact that you pronounce the entire word when reading abbreviations. Using five pieces of different colored poster board, cut the following designs from each. On the large square, print words that have abbreviations. On the smaller pieces, print the abbreviations of the words on the large square. Have the child look at a word on the square, find the corresponding abbreviation, and tie the abbreviation to the word with yarn.



48c.1. Using the library, have students find the names of ten authors and list them using initials.

48c.2. Provide a worksheet which contains a list of famous people which combines initials with the last name: L.I. Wilder, O.J. Simpson, etc. Have the students use library resources to find the complete names. VARIATION: Use only author's names and let the students go on a Book Hunt in the library. They find the title of the book as well as the author's full name.

OBJECTIVE	RESOURCES
49. Uses the question mark to close interrogative sentences. (M)	49.1. Stern, Gould, and Stern, *We Read and Write*. New York: Random House, 1972, p. 55.

48c.3. **Provide stencils or model letters and have students design monograms for towels, shirts, etc., using their own initials. Some students may want to create gifts with monograms for their parents. Or they may want to pin colored monograms on their shirts and wear them for a day. Be sure to provide stencil pattern or model of a period, so they may provide the period after the initials.**

* * *

49.1. **Fix-up and Mix-up Game:** **On sentence strips print the following sentences:**

Can a cat have a trunk?
Can a hen catch a skunk?
Can a dog stitch and patch?
Can a crab pitch and catch?
Can a fox go to camp?
Can a duck lick a stamp?
Can a flag run to the shop?
Can a mop jump and hop?
Can a fish sit on a swing?
Can a frog put on a ring?

Cut each sentence strip into three pieces: the first contains "Can a cat," the second has the phrase, "have a trunk," and the third piece has the question mark. Separate the pieces into three separate piles, shuffle them, and place them face down on a table. Students take turns drawing one card from each pile and creating questions. They write down the questions that were created, including the question mark. Many of the sentences will not be any funnier than they were, but this gives practice in reading as well as reinforcing the use of the question mark. Some children may want to illustrate some of their mixed-up sentences.

49.2. Provide a list of sentences on a ditto or on the board. These sentences should be declarative sentences. Have the children change them to interrogative sentences. EXAMPLE:

The cow ran down the hill.
Did the cow run down the hill?

* * *

OBJECTIVE	RESOURCES
51.b. Uses the comma to set off or separate: city and state. (I)	
51.c. Uses the comma to set off or separate: various parts of a date. (I)	51c.1. Hurst, Carol, "Textbook Plus," Early Years, May 1979-80, p. 43.

ACTIVITIES

NOTES

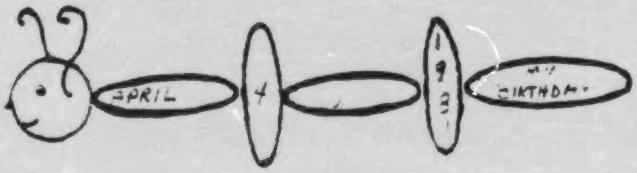
51b.1. Provide a ditto or write on the board a list of the capitals of the states. Put up a map and have the children locate the state in which each capital is found. Each child makes a list of the cities and states, writing them in correct form.

51b.2. Students will need help from their parents in making a list of the cities and states where relatives live. Each child brings the list to school and locates the cities on a map. A ditto copy of a blank map of the United States would allow students to mark where their relatives live.

51b.3. Tell the students that they are planning an imaginary vacation in the United States. They will spend a few days in the location of their choice. Each child is to write a short paper telling where the vacation would be spent and why he/she chose that location. Some students may want to use the library to gather some information about the city. The teacher may want to get some travel brochures from a travel agency. Be sure the student identifies the city and state in the paper.

* * *

51c.1. Draw and cut out segmented bugs. On the various segments, write the month, day, year, and special event with the comma between the day and year. Provide a sample bug for the students to see. Then provide segments for each child to make his/her own bug with special date.



OBJECTIVE	RESOURCES
52. Uses the colon to show hours and minutes numerically. (I)	
56. Uses the apostrophe to indicate omitted letters in a contraction. (I)	

ACTIVITIES	NOTES
51c.2. Provide a list of holidays, classified by the month in which they occur. The pupils are to use a calendar to find the date of each holiday on the list. They must write the holiday, the day, date, and year in correct form. * * * 52.1. The teacher prepares a list of questions about daily schedules and reads each question to the class. Students are to write the answers in complete sentences, using the colon to indicate time. Questions should cover easy things like bed time, arising, and dinner time. 52.2. Have the children bring T.V. Guide or the television schedule from the newspaper. Using these as a resource, students answer questions about what shows were on at what time (or at what time, what day.). Have the students write their answers using complete sentences. 52.3. Have the pupils write their own television schedule of favorite television programs. They should include a listing of days, times, and programs. After they have written their personal guides, let them compare their watching tastes and habits with others in the class. They might enjoy seeing a guide developed by the teacher, describing his/her viewing patterns. * * * 56.1. Go Fish: Prepare a deck of playing cards which have contractions on one set of cards and the corresponding component words on another set of cards. Each child is dealt seven cards. The first player asks another player for a card to match a card in his/her hand. If a player is asked for a card and holds it in his/her hand, that card must be surrendered to the person who asked for it. If the card is not in the hand, the player must "go fish" by drawing a card from the pile. Players take turns asking and trying to make pairs. The player who has the most pairs at the end of the game is the winner.	

OBJECTIVE	RESOURCES
58.a. Capitalizes: persons, days of the week, and months of the year. (M)	58a.1. Furlong, *Language Skills*, p. 42.
	58a.2. *Big Language Arts*, p. 156.
	LIBRARY RESOURCES: FS 421 Cap — Capitalization: don't hide in the trees, please Troll, 1970 Loc: Lin, McK.

ACTIVITIES

NOTES

56.2. Contraction Cards: Make a set of cards with component words printed on strips of construction paper. Provide different colors of construction paper and felt tip pens for students to write the apostrophe and final letters of the contracted form. The child paper clips the apostrophe and final letter over the original card. EXAMPLE:

I WILL

'LL

56.3. Write the following component words on the board. Ask pupils to come up to the board, erase the omitted letters in the corresponding contraction, and place the apostrophe in the correct position.

you are
they are
you would
she would
they would

we are
he would
I would
we would

* * *

58a.1. Have children select words from their reading book which are capitalized. (Tell them not to select the first word of a sentence.) Ask them to identify why the word was capitalized. This may be an oral or written assignment.

58a.2. "Capital Letters Around the World:" Prepare a set of flashcards on which words with correct and incorrect capitalization have been written. The children are to stand at their seats. The first two children begin the game. The teacher holds up a card, and the first who answers correctly, "correct" or "incorrect" moves on to challenge the next player in line. Play continues until a student has moved to the end of the line. The child who moves the furthest around the room wins. NOTE: This game is adaptable to many topics and disciplines.

OBJECTIVE	RESOURCES
58.e. Capitalizes: holidays, initials and abbreviations of titles, and titles of honor and respect that precede a proper name or are used alone in place of the name of a specific individual. (I)	

ACTIVITIES	NOTES

58a.3. Prepare a ditto or draw a grid on the board which has three columns: person, day of the week, and month of the year. Brainstorm suggested people, days and months to fill in approximately five lines. Let the students come to the board to write in their suggestions. Use the grid as a stimulus to writing a short story about the person, day, and month listed on one line. The story may be serious or funny.

	PERSON	DAY OF WEEK	MONTH OF YEAR
1.	Mork	Tuesday	December
2.	Pres. Reagan	Saturday	July
3.	Billy Simms	Wednesday	October

* * *

58e.1. Provide a written paragraph containing titles, initials and holidays which are not properly capitalized. Have the children copy the paragraph using crayons and correcting any errors in capitalization. VARIATION: Use a paragraph in which the letters to be capitalized will combine to spell a word or sentence.

58e.2. Write a list of titles on the board. Let the children make up names to go with the titles. Or let the children use names of real people to go with the titles. Have them write their list of names with titles. Use Mr., Mrs., Ms., Miss, Dr., and a few military or religious titles such as Bishop or General. Let each child choose a title from his/her list and make a name tag with that name. Each child wears a name tag as they role play introductions with new titles and names.

58e.3. Provide a list of holidays for students to discuss. Instruct the children to write a short paper or poem describing their favorite holidays.

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OBJECTIVE	RESOURCES
58.f. Capitalizes: beginning of a sentence. (M)	58f.1. Big Language Arts, Instructor Curriculum Materials, p. 155. Spice: Vol. II, Stevensville, MI.: Educational Services, Inc., p. 33. Going Bananas Over Language Skills, Carthage, Ill.: Good Apple, Inc., p. 19.
58.h. Capitalizes: titles of stories, poems, and books. (I)	

ACTIVITIES

NOTES

58f.1. Provide students with scrambled sentences printed on a sheet of paper. Have the students cut out the words and paste them in the correct order. To capitalize the beginning of the sentence, have large capital letters for them to cut out and paste in position.

58f.2. At the end of the school year, have students think back over the events that were most important to them. Each student is to think of an event and draw an illustration of that event. The child then should write a short paragraph about the event, telling when it happened, who was involved, and why it was important to the class. The children must check their paragraphs to see that all sentences are complete and capitalized properly. Bind the pages together into a "Memory Book," or display them on a bulletin board.

* * *

58h.1. Using titles of books that the teacher and students have read, prepare a puzzle of scrambled titles. Have the students unscramble the titles and write them with proper capitalization.

58h.2. Select two book titles with the same number of letters. Have that number of students come to the front of the class and arrange them in a sitting or standing position as if they represented lower case and capitalized letters in the title of one of the books. Let the class look at the group of children representing the letters and guess which book title they represent.

58h.3. Tell the children that they are to imagine that they are famous authors. They have just written best-sellers. Each child is to write the title of his/her book. The book should relate to the child's interests, experiences, and special abilities. Let the pupils share their titles with the class and explain the type of book and its major content. Some students may enjoy writing book titles for other "authors" in the class.

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ADDITIONAL RESOURCES
for
STRAND I

FS 425	New Adventures in language Troll Assoc. 1970 Contents; Capitalization, puncturation, nouns, sentences, verbs. Loc: Wil, Cl
FS 425	New Adventures in language Troll Assoc. 1970 Contents: Introductions to English, Grammar, parts of speech, sentences, nouns, paragraphs, spelling, punctuation, capitalization, verbs, learning to write letters, using reference material. Loc: Jeff, McK, Lin, Ad, Mon
FS 421 Usi Loc:	Using punctuation and capital letters Scott Ed. Division 1963 JH1910 (6 filmstrips) Ike
FS 422	Words then and now SUE Loc: Mon
FS F	African ABC Troll, 1969 Loc: Ike
FS 301.16	How man has put himself on record Classroom Filmstrip Loc: Jack
FS 421 VE	Using plurals correctly SUE Loc: Cl
FS 425	Understanding the parts of speech Audio-Educ Inc., 1963 Loc: Jack

ADDITIONAL RESOURCES
for
STRAND I

FSR 372.6	Basic Language Skills II: Punctuation Learning Tree. 1977 Loc: Mad
FSR	Grammar in words: form words SVE Contents: Introduction nouns, verbs, adjectives, adverbs Loc: Jeff
FSR 425	Grammar Rock Xerox Films. 1975. 5fs/records Contents: Conjections, nouns, interjections, verbs, adverbs Summary: Rock music lyrics and cartoon characters to introduce parts of speech.
FSR 428	Linguistic backgrounds in English -- Group I SVE 1967 6fs/records Loc: Ken
FSR 425	Putting words in order; sentence structure Troll Assoc. 1973. 6fs/cas Contents: Subject and predicates/ subject and predicate agreement/what is a sentence?/ what is a noun?/ what is a verb?/ adjectives and adverbs. Loc: Ad
FSR 372.6 Sit	Situational Language: activities for applying language arts skills Knowledge Aid, 1400 (5 fs, 5 cassettes, student activity book, guide) Skills include: punctuation, capitalization, spelling, word meaning and techniques of proofreading.
FSR 421	Using Good English SVE Contents: Building good sentences/ using plurals correctly/ possessives, contraction, and abbreviations/ using capitol letters and puncturation/ letter writing for a reason. Loc: Lin, McK

ADDITIONAL RESOURCES
for
STRAND I

KIT 372.6	Continuous Progress Laboratory (Language Arts, series 300) Loc: Jeff
KIT 372.6	Continuous Progress Lab., (Language Arts, series 400) Loc: Jeff
KIT 421	Creative Punctuation Educ. Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 421	Gentle Art of Punctuation Educational Activities 1976 2 fs/cas, masters, guides Loc: Jeff, Cl
KIT 372.4	Reading--vocabulary development (Creature Features) by Eunice Insel and Ann Edson EducationalActivities. 1976 (5 cassettes, 10 booklets) Loc: Lin, Wil
TP 421	Elementary Pucntuation 3M Corp. Loc: Mad, Ken
TP 428	Nouns and verbs 3M Loc: Ken
TP 421 Pun	Punctuation Creative Visuals 1969 #421.9AO-SR (21 transparancies) Loc: Jeff

60

ADDITIONAL RESOURCES
for
STRAND I

CM	Hoffman Language Arts reading program Hoffman Info. Systems (10 units w/records, films, book, worksheets) Levels 1, 2, 3, 4, 5. Loc: Ike
CM	Language and How to Use It, Beginning levels Language Activities kit. Scott Foresman. 1970 (text related? Loc: Ike
CM	Language Arts Activity Cards Weber-Costello, n.d. Loc: Jack
CM	Words are fun - parts of speech Loc: Jack
411 ca	Cahn, William The Story of Writing Harvey House, 1963 Loc: Ken
411 tay	Taylor, Margaret What's your name? Harcourt, Brace, and World, 1970 Loc: Ken
419 HE	Helfman, Elizabeth Signs and symbols around the world Lothroup, Lee and Shepherd, 1967 Loc: Ken

STRAND II

LISTENING

OBJECTIVE	RESOURCES
2. Listens for information, for entertainment or pleasure, for understanding, and for safety. (R)	2.1. Wagner, Hosier, and Blackman, Listening Games, New York: Teacher's Division, The Macmillan Co., 1960, p. 108.
	2.4. Wagner, Hosier, and Blackman, Listening Games, p.15.

ACTIVITIES

NOTES

2.1. "How Does It Sound?": In a quiet atmosphere, the teacher may sharpen a pencil, rap on the table, close a book, or perform some other activity that has an associated sound. The children are to think of words that describe the sounds they hear. The words are written on the board, discussed, and used several times in sentences in order to make their meaning clear. Or the children may write sentences at their desks describing the sounds heard. Begin with simple, easy to discriminate sounds, and progress to more difficult discriminations. Sometimes it helps children to listen if they put their heads on their desks and close their eyes.

2.2. Take a nature walk. Divide the class into pairs. One partner is blindfolded, and the other leads him/her around. They listen for sounds and identify them. After the walk, they may want to make a list of the sounds they heard. Let them discuss the sounds which were difficult to identify.

2.3. Make a cassette tape of different sounds. Play it for the class and let them identify the sounds. For variety, let the students suggest some sounds to be recorded on the cassette. Record those sounds also, and the children will enjoy recognizing their suggested sounds. VARIATION: Make a cassette recording containing specific information about a topic or project. Let the students gain the needed information through listening to the tape.

2.4. "Flying" Game: The children stand facing the leader, who moves his/her arms up and down and says, "The sparrow is flying." The others move their arms up and down in a flying motion. Each succeeding time, the leader names a different bird or animal. Any time the animal named does not fly, the children are to stop making the flying motion, even though the leader continues it. When a child continues the flying motion at the wrong animal name, he/she takes a seat. The last child standing is the winner. VARIATION: Use "swimming."

OBJECTIVE	RESOURCES
	LIBRARY RESOURCES: KIT 372.6 — Scholastic listening skills program Unit I: easy ears 10 cassettes, 40 activity sheets. Loc: Jeff, Ken. TR 372.6 — Listening games Coroner, 1974 10 cassettes, 10 storycards, manual. Loc: Ken. FSR 372.4 — Look and listen Filmstrip house Loc: Ken. DR E — Rhymes from a rocket in your pocket Scholastic, 1970 Loc: McK.
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening). (M)	

ACTIVITIES

NOTES

2.5. "Going on a Trip:" The first child says, "I am going on a trip, and I'm taking a __________." The missing word must follow a rule such as, contain a blend, begin with a certain letter, contain a short vowel, etc. At first, the teacher provides the rule for the students, and they attempt to follow the rule as it becomes their turn to contribute. Each player gets a chance to contribute a sentence about what he/she plans to take. After the students have mastered the game, they can play by thinking up a rule but not telling the class. Each successive guess, then, has some rule in common with the previous contribution, as the students attempt to name items that indicate what rule is being followed. The students try to guess the rule and "take" something that fits the pattern. VARIATION: Some students may want to play the game cumulatively, telling what others have said. In this case, each child must list what everyone before him/her has named and add his/her item to the list.

* * *

3.1. Write instruction cards, each with three or more instructions. A card might list, "Stand up, go to the window, turn around three times, and return to your seat. Working in pairs, one student draws a card and reads the instructions to the partner. The partner must follow the instructions, in proper sequence. Some pupils may want to write sets of instructions on the cards for future games.

3.2. Play "Simon Says."

3.3. Let students volunteer to give the daily announcements. Stress the importance of including the who, what, and where of the message. After the announcement, the announcer should ask the class to answer questions concerning the who, what, and where of the announcement. It may be a simple instruction normally given by the teacher, such as, "After lunch we will work on our art projects in this room."

* * *

OBJECTIVE	RESOURCES
4. Follows oral directions. (M)	
5. Listens and responds appropriately to other speakers in both formal and informal situations. (M)	

ACTIVITIES

NOTES

4.1. "Air Control Tower:" In a large open area, place objects on the floor and label them as environmental objects (lake, tree, etc.) Blindfold the child who is the airplane. Another child is the control tower operator who guides the airplane to a safe landing, without crashing into anything.

4.2. Explain to the students that a response of sitting means "no," and standing means "yes." Ask the class questions to which the answers will vary. Ask them about their clothing, shoes, hair, eye color, eating breakfast, etc. Individuals respond by sitting or standing.

4.3. Grocery List: The teacher calls a student by name and says, "I want you to go to the grocery store and buy _____, _____, _____, _____", etc. The list can be from three to five items long at the beginning of the year, and should grow to about seven items. The student repeats the list back to the teacher. Other students may help supply any missing items.

* * *

5.1. Sharing or Show and Tell.

5.2. Book Talks: Students present oral book reports to the class. Each student writes a few sentences about a book he/she has read. The student reads or tells the report to the class. After listening to the report, students may ask questions.

5.3. Begin by having students write two or three facts about a subject. Students give short speeches while the group listens. Each time students give talks, more facts are to be given. Require four or five facts on the next assignment. Questions and discussion follow the talks. Then ask the audience members to list three facts that were presented in the student's talk.

OBJECTIVE	RESOURCES
	5.5. Smith, James, *Adventures in Communication*, Boston: Allyn and Bacon, Inc., p.127.
6. Listens to get main ideas. (M)	*Listen and Think Tapes* EDL-McGraw Hill LIBRARY RESOURCES: CM Sights and sounds: an individualized reading-listening program for primary grades Random House, 1968 (6 cassettes, 10 books, 8c. each) Loc: Ike

ACTIVITIES

5.4. Each child describes a character from a familiar book or story. Class members listen and guess who is being described. VARIATION: The description may be of a familiar object.

5.5. For the exchange of Christmas packages, the children sit in a circle holding a package. The teacher reads aloud "The Night Before Christmas." Every time the word "and" is said, the children pass the package one person to the left. When the story is completed, the child opens the gift he/she is holding.

5.6. Guest Speakers: Prepare students in advance for guest speakers. Discuss courteous listening and the speaker's topic. Guide the children to anticipate the type of information the speaker will provide. Help them to generate a list of questions for the speaker, so they will listen with a purpose. Then bring in parents, community, and school resources on a wide variety of topics.

* * *

6.1. The teacher reads a paragraph from a selection while the players listen for the main idea of that paragraph. Each student writes the main idea of the paragraph, and they share their ideas.

6.2. Select a theme, like good citizenship or friendship. Find some poems and songs in which the main idea is consistent with the chosen theme. Students listen to tapes, classmates and teacher reading the songs and poems and classify them according to the main idea or theme. For example, the song "Make New Friends But Keep the Old" would be a fun activity for the theme of friendship. There are many patriotic songs that could be easily classified. This activity would fit well into an interdisciplinary study with the music program.

6.3. Using a toy telephone, have students pretend that they are talking to their mothers. The pupils try to guess what the person on the other end of the line is saying by listening to the one-sided conversation.

* * *

NOTES

OBJECTIVE	RESOURCES
7. Listens to get supporting details. (I)	7.4. *The Reading Box*. Carson, Ca.: Educational Insights, 1974. 7.5. ValueTale Series. LaJolla, Ca.: Value Communications, Inc., 1978

ACTIVITIES

NOTES

7.1. After listening to a descriptive passage, let the children draw pictures of the setting, character, or other details of the story.

7.2. Videotape several television commercials. Identify the main purpose of a commercial as persuasive. Explain that it is designed to get the audience members to purchase the product. Show the videotaped commercials to the students. Ask them to watch for the reasons the commercial says we should buy that product. After viewing the commercial, the children should identify the reasons for buying the product which were depicted. Follow up discussion could include identifying what facts were omitted from the commercial, and the "truth" of the details which were included in the commercial.

7.3. Give "Good Listener" awards to students who listen well. After reading a detailed story, the student who recalls the most detail wins the award. Or use the award throughout the year for students who demonstrate good listening during activities, instructions, etc.

7.4. A child pretends to be a book salesman and tries to sell the story of his/her choice to the class. They discuss the details of the reasons to buy the book.

7.5. Read one of the ValueTale stories to the class. Stop at the strategic points in the story where questions about the details are provided.

ADDITIONAL RESOURCES
for
STRAND II

FSR 301.34 OUR	Our wourld of sights and sounds SVE, 1967 Loc: Lin, Wil
KIT 371.333	Auditory perception training --discrimination DLM. 1970 (17 cassettes, 34 spirit masters, guide) Loc: Mon
KIT 371.333	Auditory perception training -- Memory DLM. 1970 (15 cassettes, 30 spirit masters, guide) Loc: Mon
DR 372.6 Rea	Readings and dramatizations for communicating D.C. Heath 1973 Levela 4, Level 5 - 2 records; Level 6-3 records Loc: Ken
DR 821 Non	Nonsense Verse of Carroll and Lear Caedon Loc: McK
TP 372.62 Int	Introduction to listening 3M 1968 (Speech packet, no.2) Loc: Kennedy
TR 372.6 Lis.	Listening skill builder tapes 1a, 1b, 1c SRA for use with SRA Reading Laboratory 1a, 1b, 1c (2 cassettes, manual) Loc: Lin, Mon
TR 808.8 Lis	Listening book Spoken Arts, 1971 6 Cas, guide Loc: McK

ADDITIONAL RESOURCES
for
STRAND II

TR 811	Ciardi, John The king who saved himself from being saved (and other poems) Spoken Arts Loc: McK
TR 808.8 Mar	Mark Twain Spoken Arts, 1975 6 Cas Loc:
EARS	Economy Co. 1971, 1974 (10 cassettes, pupil books) (K-1st grade) Loc: C1
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. T. S. Denison, 1971 Loc: Mon, Jac

STRAND III

SPEAKING

OBJECTIVE	RESOURCES
1. Responds orally to questions from teachers and peers in the classroom situation. (R)	1.1. Anderson, Paul S. *Language Skills in Elementary Education*, London: The MacMillan Co., 1971, p. 49.
2.a. Demonstrates proficiency in the mechanics of speech through: enunciation of speech sounds. (M)	2a.1. Anderson, *Language Skills in Elementary Education*, p. 50. 2a.2. Hurst, "Textbook Plus," pp. 36-37.

ACTIVITIES

NOTES

1.1. "I See Something You May See:" One child begins by making three statements to describe something he/she sees. The other children guess what it is by saying, "Do you see a _______?" The child responds with, "No, I do not see a _____," or "Yes, I see a ______." The child who correctly guesses is the next one to make three statements about something in the classroom.

1.2. Have the children write out questions concerning a unit of study (science, social studies, etc.). Let the class use the questions for a quiz show where contestants compete to answer the questions.

1.3. "Name That Height:" Have several children of different sizes stand at the front of the class. Ask the class questions like, "Who is the tallest? Who is the shortest? Who is taller, ______ or _______? Who is shorter?" Encourage students to answer the questions in complete sentences. VARIATION: Use this activity to compare other qualities of objects.

* * *

2a.1. "Sound Ladder:" Draw an outline of a ladder on paper or on the board. Place sounds that the class has been practicing on each rung of the ladder. A child begins at the bottom rung and tries to "climb the ladder" by correctly pronouncing each sound. The goal of the game is to climb to the top and back down again without "falling off" the ladder. If the child misses a sound, he/she must start at the bottom again. VARIATION: When the child is pronouncing the sounds, have him/her also say a word that uses that sound.

2a.2. "Space Ship Cruise:" Make space ships out of construction paper and assign points to each one. Students win points by answering questions about sounds. The child with the most points at the end of the game wins. EXAMPLE:
5 pts--Name the two sounds for g.
5 pts--Name the letter that is sometimes a vowel.
10 pts--Name three ways of writing the letters for the "a" sound.
15 pts--Say 5 words with the short vowel sounds.

OBJECTIVE	RESOURCES
	2a.3. Hemphill, Irene, Choral Speaking and Speech Improvement. Darien, Conn.: Teacher's Publishing Co., p. 52.
2.c. Demonstrates proficiency in the mechanics of speech through: volume. (M)	2c.1. Anderson, Language Skills in Elementary Education, p. 46.
	2c.3. Smith, James, Creative Teaching of the Language Arts in the Elementary School. Boston: Allyn and Bacon, Inc., 1973, p. 177.

ACTIVITIES

NOTES

2a.3. Have one pupil step out of the room or in a remote corner of the room and whisper a sentence of his/her own choosing. If the others hear and understand the first time, that pupil is a winner and may choose another child to whisper another sentence.

* * *

2c.1. Use characterization to aid timid students. Encourage the student to project himself/herself into a character. Have this child pretend to be a newsboy crying, "Extra! Read all about it!" Or have timid children act as peddlars selling fruit or as cheerleaders.

2c.2. Use creative dramatics as a means of controlling volume. Use familiar stories such as "Cinderella" or "Rumpelstiltskin." Ask them questions about how they would feel if they were in the same position as the character. Ask them questions about the volume and quality of the character's voice. Did the character scream or whisper? After they begin to perform, their imaginations will create the characters easily.

2c.3. "The Rocket:" Use this poem for choral speaking. Have students discuss how it should be read. It could have only one speaker at a time, or be cumulative by adding to the number of speakers, or different parts could be spoken by different groups. The last line will have more impact if the volume is controlled during the first part of the poem.

The Rocket

One big rocket
Ready for a race
Going to be shot
Into outer space

There goes ten
Get ready, Men!

There goes nine
Everything's fine!

There goes eight
Don't be late!

There goes seven
Aimed towards heaven!

There goes six
Down with the sticks!

There goes five!
Come back alive!

There goes four
Bolt the door!

There goes three
Are you ready?

There goes two
No more to do!

There goes one
Give 'er the gun!

There goes zero.
Come back a hero!

Ten-Nine-Eight-
Seven-Six-Five-
Four-Three-Two-
One!

BLAST OFF!

* * *

OBJECTIVE	RESOURCES
2.d. Demonstrates proficiency in the mechanics of speech through: rate. (M)	2d.1. Smith, Creative Teaching of the Language Arts, p. 152. 2d.2. Huckleberry, Alan W. and Strother, Edward S., Speech Education for the Elementary Teacher. Boston: Allyn and Bacon, Inc., 1966.
5. Expresses ideas and opinions in group discussion. (M)	

ACTIVITIES

NOTES

2d.1. **Have the children make rhymes by bouncing a ball. Someone bounces a ball at a rate, and anyone can fill in the missing word in the rhyme.**

Yellow, Yellow,
What is Yellow?

Great, Great
What is Great?

Vary the rate of the bouncing ball, and ask students to speak with the rhythm of the bounces.

2d.2. Use the arrangement for choral reading of "Hickorey Dickory, Dock." Emphasize the variety of rate and pitch written into the arrangement. This assignment is not designed for performance before an audience, but it is a good activity for developing awareness of the mechanics of speech.

ALL. *simultaneously). The boys say "tick tock" slowly and heavily like a grandfather clock. The girls say "tick tock" rapidly and lightly like a pocket watch.*

ALL. Hickory, dickory, dock! dock! dock!
The mouse ran up the clock! clock! clock!
The clock struck *one (the "n" should be sustained)*
SOLO. The mouse ran down *(as the next solo line is read in high pitch)*
ALL. Hickory, dickory, dock . . . dock . . . dock
(The last line diminishes to a whisper.)

* * *

5.1. Have the class sit in a circle and decide upon a topic to discuss. A simple topic may be suggested by the teacher or by pupils. Let the discussion progress around the circle three times, with each student giving brief responses to the topic. Each time around the circle, the child responds to the discussion. After the third time around the circle, ask the children to think of someone who said something that they particularly remember. After discussing some memorable comments, ask them who said something similar to their own responses, and who said something that helped them think of what they wanted to say.

OBJECTIVE	RESOURCES
6. Limits remarks to the purpose of the discussion. (M)	

5.2. Have the children draw a picture of a friend. They may label the picture with the name of the friend. Then ask them to sit in small groups or in a circle and show their drawings to the group. They should be able to give a reason why they like this friend. What is some nice thing this friend is or does? Let them begin to generalize about the qualities of friendship.

* * *

6.1. Have the children pretend that they are being interviewed on television. Start them out by interviewing a child for the class. Ask specific questions which the child can easily answer, such as questions about family and interests. Then divide the class into pairs, so they can interview each other. List some suggested questions on the board and let them suggest questions. Give each pair a few minutes to talk before they conduct their interviews before the class.

6.2. Write sentences from a paragraph on index cards, one sentence to a card. Write several additional sentences that do not pertain to the topic. Pass the cards out in the sequence of the paragraph, with the different cards inserted at different points. The children who do not have cards listen as the others read their cards. If they hear a sentence that they think does not belong in this paragraph, they stand.

6.3. Develop a signal for being "off topic." Whenever a student's discussion strays from the subject, point your thumb over your shoulder to signal "get back on the subject." Explain to the class what this signal means. The visual signal will help direct the student's attention to the subject without forcing the teacher to interrupt his/her speech. As the year progresses, other students will begin to use the signal when one strays from the topic.

* * *

OBJECTIVE	RESOURCES
8. Allows others to finish speaking before beginning to speak in a conversation or discussion. (M)	8.3. Spencer, Zane A. Flair, Stevensville, Mich.: Educational Service, Inc., 1972, p.87.
9. Uses the telephone courteously for social and practical purposes. (M)	9.1. Telezonia, Southwestern Bell Telephone Co., Mrs. Marva White, Educ. Relations Contact, Oklahoma City, Ok. (73126) 707 N. Robinson, Room 1001 (405) 236-6076 Kit contains film, ditto masters, and telephones.

ACTIVITIES	NOTES

8.1. Review the rules of courteous listening before sharing time. During sharing time, students should not interrupt speakers. Tape record a sharing time and let them listen for interruptions. Perhaps they could count the number of times the speakers were interrupted.

8.2. Provide a list of suggestions for preventing interrupting. These may be simple ideas such as raising your hand before speaking, waiting until there has been a period of silence before speaking, or watching the speaker's face and posture for clues to the end of his/her message. Ask the students to draw illustrations of these suggestions. Use the rules and their illustrations to create a bulletin board on ways to avoid interrupting speakers.

8.3. "Class Story Time:" Provide preliminary discussion of a topic for a story. For example, the story starter "Happy Hippos," asks students to consider what would make a hippo happy. Let the students suggest things that would make a hippo happy. Tell them that they are going to create a happy hippo story. Have the class sit in a circle, and begin the story by providing two or three beginning sentences. The story is developed as each child in the circle contributes two or three sentences to the story. Progress around the circle continues, with each child contributing. The last child in the circle, or the teacher, finishes the story with a few sentences. Tape record the story so the class can listen to it. In listening to the story, call attention to times when interruptions broke the flow of ideas.

* * *

9.1. Use the Telezonia kit materials on speaking and listening on the telephone and emergency calling.

9.2. Ask the children to make a list of possible emergency phone calls and collect the appropriate telephone numbers. Parents may wish to provide the physician's name and number. Make a directory and let students role-play emergency calls.

OBJECTIVE	RESOURCES
10. Words questions so that the answer sought is the answer received. (I)	10.1. Haley, James, Haley, Shirley, and Hobson, Charles, "Interviewing: A Means of Exercising the Drive to Communicate." *Language Arts*, May 1950, p.497-502.

ACTIVITIES	NOTES
9.3. Have children plan to make telephone orders from a store. Each child plans and writes his/her list of objects to be ordered. Then the child orally places the call and the order. The child then pretends to go to the store and pick up the items ordered. NOTE: Catalogs from various stores help students identify items to order. Help them read the catalog to be able to list additional needed information such as size, color, and amount. 9.4. After reviewing courteous telephone use, have students role play some common calls. Let them practice calling parents at work, where they may need extension numbers or to ask for parents at switchboards or through secretaries. Have them call grandparents to thank them for a gift. Or suggest that they call a friend to issue an invitation. Have them role play answering the telephone when parents are not home. Review the suggested procedures for avoiding giving away too much information to unknown callers. * * * 10.1. Conduct practice interviews in which students interview the teacher. Tell the students that you will give them only as much information as they ask for, and do so. If they ask yes/no questions, give them only yes/no answers with no explanation. After the interviews, ask the pupils which questions produced the most information. Repeat the practice interviews or let the students interview each other. Tape record the interviews and discuss the types of questions and how to improve their questions. 10.2. Make a small cube measuring about 3/4" on each side. Color two opposing faces red and the four remaining sides green. Each child selcts a household item that could need repair, and lists five questions as preparation before calling a repairman. The child also lists a few questions that would not help. The student tosses the cube. If it lands with red side showing, the child asks a question that would not help. If the cube lands with green side up, the child may ask a question which will enable him to gain needed information. The first pupil who gets to ask all five of his/her appropriate questions wins the game.	

ADDITIONAL RESOURCES
for
STRAND III

DR 398.2 Sta	The star maiden and other Indian tales told by Anne Pellowski Loc: Ike
DR 808.1 Poe	Poetry parade: poets read their poetry for children Weston Woods Loc: Ike, Ken
DR 811 Fro	Frost, Robert R. Frost reads the poems of R. Frost Decca Loc: Ike
TP 372.62 Bas	Basic Speech 3M 1965 (English packet, no. 8) Loc: Ken
TP 372.62 Com	The communication process 3M 1968 (Speech packet, no.1) Loc: Ken
TP 372.62 Int Loc:	Introduction to discussion 3M 1968 (Speech packet, no. 3) Kennedy
Prof. Dec	Decker, Isabelle M. 100 novel ways with book reports. (Intermediate-Up) Citation Press, 1969 Loc: Central Collection
Prof. 372.24 Ha	Harris, Mary Imogene A handbook of speaking and listening activities for the elementary school. (Primary-Intermediate) T. S. Denison, 1971 Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND III

Prof. 372.6 Hur	Hurwitz, Abraham B. Games to improve your child's English. (Primary-Intermediate) Simon and Schuster, 1969. Loc: Ken
Prof. 372.622 Sco	Scott, Louise Binder Talking time; for speech correction and speech improvement. Webster publishing, 1951. Loc: Ken
Prof. 371.37 Sta	Stanford, Gene Learning discussion skills through games. (Intermediate-Up) Citation Press, 1969. Loc: Central Collection
Prof. 372.6 Tur	Turner, Thomas T. Creative activities resource book for elementary school teachers. (Intermediate) Reston Publishing Co., (Prentice-Hall), 1978. Loc: Central Collection

STRAND IV

READING

OBJECTIVE	RESOURCES
1. Recognizes that printed words represent spoken language. (R)	1.1. Selected Curriculum Activities for All Grade Levels, Darien, Conn.: Teacher's Publishing Co., 1968, p. 44.
	1.3. Selected Curriculum Activities for All Grade Levels, p. 45.
2.a. Develops auditory discrimination by: differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols. (R)	2a.1. Anderson, Language Skills fn Elementary Education, p. 50.

ACTIVITIES

NOTES

1.1. "Class Newspaper:" Call on individual students to tell about something that has happened or will happen to them. After each child is finished talking, he/she summarizes it into one sentence to be written on the board. Let the pupils ask questions and discuss each student's presentation. At the end of several such talks, have the students review the summarizing sentences on the board. Eight items a day should suffice. NOTE: This is a good extension of "show and tell."

1.2. Picture Symbols: Have students collect examples of non-verbal symbols for traffic, occupations, etc. Have them illustrate their examples and write corresponding labels. For example, a child might bring in the drawing of the "No left turn" symbol. He/she should use the words to label the meaning of the symbol. Help them discuss the relationship of the picture and the words as ways to represent an object or idea. Create a bulletin board or collection corner where students may display their found symbols and may continue to bring in new examples.

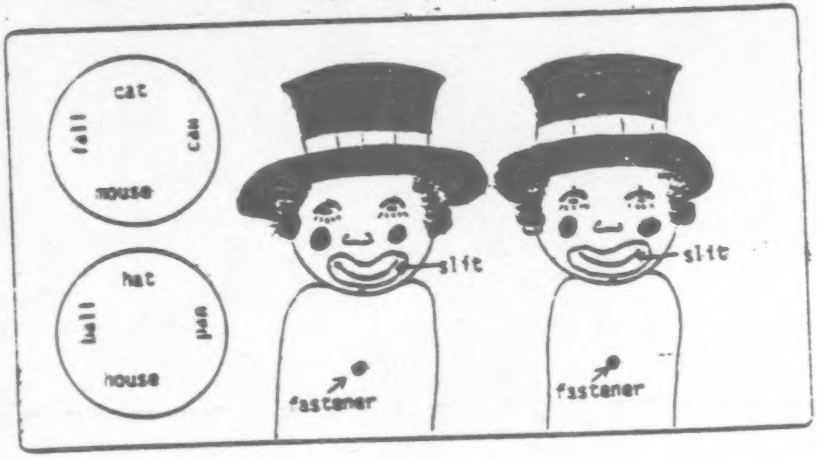
1.3. "Noisy Sentences:" Assign each child a "Noisy word." These words sound like the noises they represent, like buzz or whirr. Ask the first child to use his/her word in a sentence. Ask the next child to use his/her word in a sentence that relates to the first sentence. Help them by asking questions which they can answer with their words. The sentence making continues around the room, until all have contributed. VARIATION: Use color or action words.

* * *

2a.1. Draw an outline of a ladder on paper or on the board. Place the sounds you are practicing on each rung of the ladder. The child begins at the bottom and climbs the ladder by pronouncing each of the sounds correctly. The child attempts to climb up the ladder and down again, without "falling off." If the student misses a sound, he/she must start at the bottom run again. VARIATION: Have the child use the sound in a word rather than produce the sound in isolation.

OBJECTIVE	RESOURCES
	2a.2. Burie and Heltsche, Reading With a Smile, p.58.
2.b. Develops auditory discrimination by: recognizing similarities and differences in sounds within words (initial, medial, and final positions)	

2a.2. "Rhyming Clowns:" Draw two clowns and two corresponding discs. Write rhyming pairs on the discs, with one word from each pair on each disc. Cover the clowns with plastic. Make a slot in each clown's mouth so the disc will fit. Insert the discs into the mouths of the clowns. Fasten with brass fastener. Make several reserve discs to be interchanged. Tell the students, "Happy and Slappy are twin clowns." They know some rhyming words. Make them say rhyming words at the same time."



2a.3. Provide an assortment of pictures of animals. Have a child select an animal and say only the first sound of the animal's name out loud. The other students guess which animal the child has chosen. VARIATION: The child says a vowel contained in the name of the animal.

* * *

2b.1. "Good Beginnings:" Make a gameboard containing spaces with the following symbols: a fish, a sandwich, a lollipop, and a hat. Each symbol should appear several times on the gameboard. On the last board space, draw in all four symbols. Use a different playing piece for each of the players. Cut 22 2X3" cards. Draw or affix a picture of these items on the cards:

OBJECTIVE	RESOURCES
	2b.2. Hurst, "Textbook Plus," p. 35.
	LIBRARY RESOURCES:
	KIT 421.5 I hear a rhyme Eyegate, 1967 8 fs/cas. Loc: McK.
	TA 372.4 It's time for fun (rhyming words) Milliken, 1971 Loc: Mad.

light bulb
six
lamp
hot dog
four
lion
horse
fire
football
seven
seal
lemon
fan
hand
finger
heel
horseshoe
hair

Directions: Players take turns drawing cards and moving their playing pieces to the next picture which starts with the same sound as the picture on his/her card.

2b.2. Making Ends Meet: On a folder, make a grid of four 2" squares across and two 2" squares down. Draw or affix the pictures in grid spaces: tub, clock, bed, muff, bag, ball, ham, pin, mop, star, bus, and hat. Draw or affix a picture of the same size as the grid on a cardboard. Cut it into 2" squares. Draw or affix the items below on the reverse side of the squares, one to a square. The squares, when placed over pictures with the same ending sound, will recreate the large picture when turned over. Write these directions on the folder: Match the pictures that have the same ending sound. Then turn each square over. You may have to turn them in place to get the picture. Words for the squares are: cab, rug, sheep, rake, tail, door, board, lamb, nuts, laugh, can, and bat.

2b.3. Draw six sets of train engine and caboose, each about 4"long and 1 3/8" high. Cut out train cars and affix pictures of these items, one to a car: zipper, hippom hammer, parrot, carriage, mitten, jacket, chicken, thermos, flower, shower, and lettuce. Write these directions: Look at each railroad car. Listen for a middle sound. Find another picture with the same middle sound. Put two cars between the engine and the caboose. Continue until you have connected every engine and caboose with two railroad cars. Find someone to check your work.

* * *

OBJECTIVE	RESOURCES
2.c. Develops auditory discrimination by: identifying and formulating rhyming sounds. (M)	LIBRARY RESOURCES: FSR 414 Functional phonics part II. Eyegate, 1969 Loc: Wil. DR 411 Acting out the ABC's Victor Hotho and co. Loc: Mad, McK.
3.a. Uses word attack skills to decode words: recognizes basic words by sight (different words at different levels.) (R)	

ACTIVITIES

NOTES

2c.1. Lay out an array of pairs of rhyming word cards face down on a flat surface. A child turns over two cards. If the two words rhyme, the child keeps the cards. If the cards do not rhyme, the cards are turned face down again. The child with the most cards wins.

2c.2. Give each child in the class a different word. Let them see how many rhyming words they can write. Let them help each other.

2c.3. Have the children compose their own verses to add to a favorite poem or song. Verses between refrains are the easiest to begin writing. As an aid to writing rhymed poetry, have the class prepare a list of rhyming words ahead of time or have a rhyming dictionary on hand.

2c.4. Invite students to put themselves into favorite nursury rhymes. They use their names and words that relate to them. For example, "Mary, Mary, quite contrary" becomes "Joanie, Joanie, tall and bony."

* * *

3a.1. Print a set of short, easy to read instructions without spaces between the words. The children should read the sentences and follow the directions. In order to decode the message, they must separate the words.

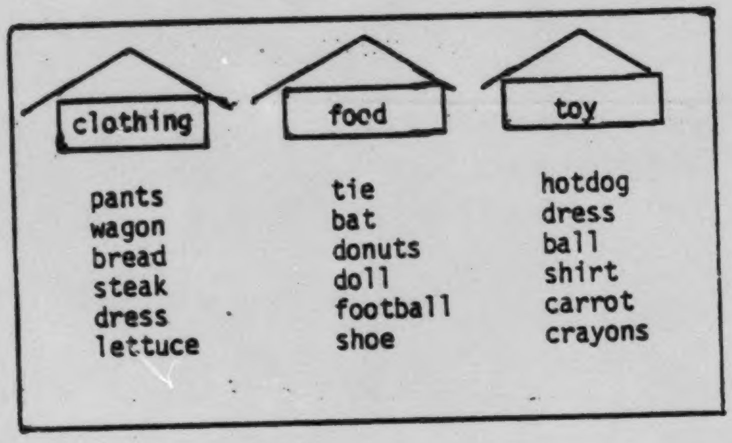
Drawsixcats
Theoppositeofcoldishot
makearedhouse

OBJECTIVE	RESOURCES
3b.1. Uses phonetic analysis to: recognize initial, medial, and final consonant letters. (R)	

ACTIVITIES

NOTES

3a.2. Print sight words for clothing, food, and toys on index cards. Draw three houses with the classifications written on each. Have the students place the words under the proper house or classification. Let them tack the cards on the bulletin board under the houses or provide envelops for cards under each house.



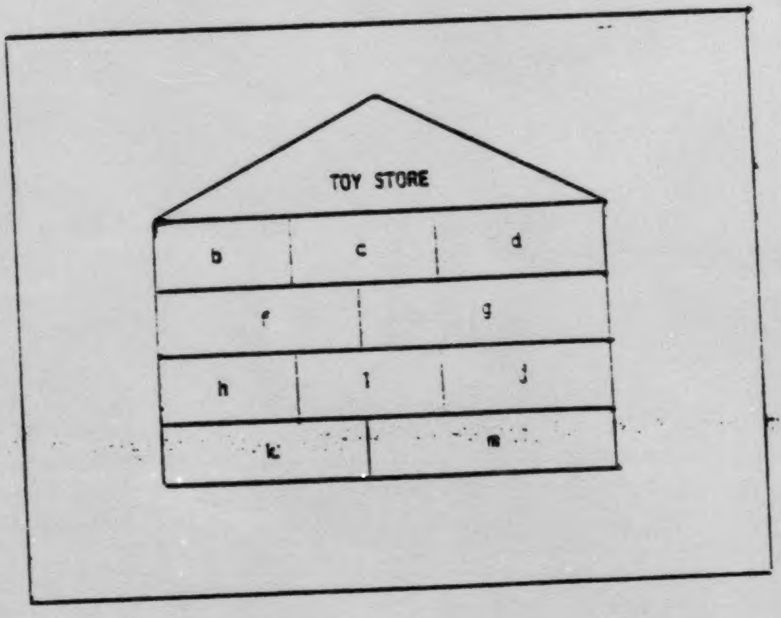
* * *

3b1.1. "Musical Squares:" Purchase 6½ yards of 36" clear heavy plastic (sold in rolls in department stores.). Cut the plastic in half lengthwise, making one long strip 13 yards long and 18" wide. Use contact paper as the tape to hold the strips together (one or two yards will do.). Lay pieces of colored tape across the width of the plastic at 18" intervals, so you have a runner of 18" squares. Make letters of the alphabet from construction paper, and tape each letter under one of the plastic squares. Your "Alphabet Sidewalk" is now ready for a round of "Musical Squares." One child selects a secret square and whispers that letter to the teacher. The child watches as the others walk the letter runway as music plays or as the children sing the "Alphabet Song." When the music stops, the child announces the secret square letter. The child who is standing on the square is the winner and gets to decide on the next musical square. Short musical interludes allow more children to select the secret square and more time for recognizing letters. NOTE: Store the runner rolled up in a large wrapping paper tube. If letters are removed, numbers or shapes may be used.

OBJECTIVE	RESOURCES
	3b1.3. Burie and Heltche, Reading With a Smile, p. 62.

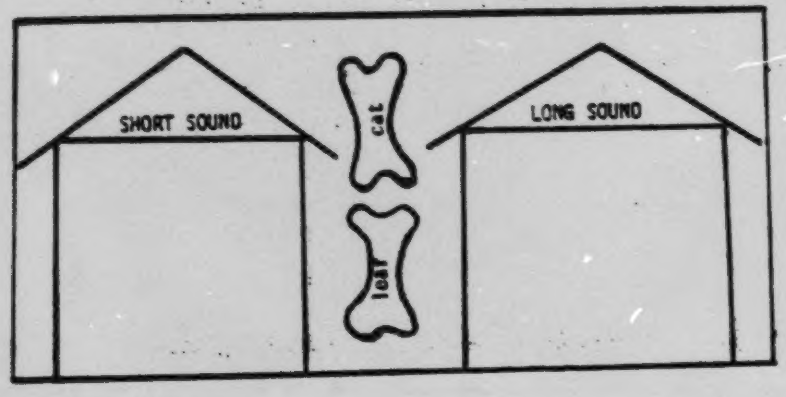
3b1.2. Select a specific consonant for focus. Start with the initial position. Say, "I am going on a trip, and I'm going to take a ________." The blank must be completed with a word that begins with the same consonant that you are studying. Go around the room allowing students to say the sentence and fill in the blank with a word which begins with that consonant. Play the game again with the consonant in the final position. And finally, play the game using the consonant in the medial position.

3b1.3. "Toyland Jamboree:" Convert a piece of poster board into a "toy shop" with letters on the shelves. Cut index cards so they fit on the shelves of the toy shop. Glue a picture of a toy on each card. The beginning letter of the name of the toy should appear on one of the shelves of the toy shop. The child is to match the toy to the correct shelf. A different set of cards can be used for ending sounds or medial sounds.



OBJECTIVE	RESOURCES
3b.2. Uses phonetic analysis to: recognize long and short vowels. (R)	3b2.1. Burie and Heltche, Reading With a Smile, p. 69. 3b2.2. Cratty, Bryant J., Active Learning. Englewood Cliff, N.J.: Prentice-Hall, Inc., 1971. p. 94,95.
3b.3. Uses phonetic analysis to: recognize consonant blends and consonant digraphs. (R)	

3b2.1. Prepare two dittos, each with a drawing of a dog house. Label the first "Long Sound" and the second, "Short Sound". Prepare a third ditto which has ten bones drawn on it. Inside each bone, print a word which uses a long or short vowel sound. Let the students cut out the bones from the third sheet and paste them in the appropriate dog house, according to the vowel sounds.



3b2.2. Provide a square vinyl tablecloth with the vowels marked in squares. Print a vowel in each square, with the long or short markings over them. Tape the cloth to the floor for security against slipping. Have the children keep score on the blackboard as each child hops to a square, identifies the sound, and uses that sound in a word. If correctly identified and used in a word, that sound earns the child one point. VARIATION: The teacher says a word, and the child hops to the appropriate square.

* * *

3b3.1. "Puzzle Blends:" Print consonant blends on yellow pieces of poster board. Print the following word endings on green paper: a, ue, ove, an, ap, own, y, ain, ap, ill, ain, eet, reet, rain, all, up, ail, are, ay, eam, ain, ow, are, im. Separate the green and yellow cards. Ask the students to match the green and yellow cards, sounding out the words. If the word sounds funny, it may not be a word. Keep working until all are used. There are many variations possible.

3b3.2. Hurst, "Textbook Plus," p. 37.

3b3.3. Hurst, "Textbook Plus," p. 37.

Buckley, Lillian A. and Cullum, Albert, *Picnic of Sounds: A Playful Approach to Reading*. New York: Citation Press, 1975.

3b3.2. "Ladybug, Ladybug:" Make four large ladybugs. Create 12 3/4" circles on each wing, and make each bug a different color. Draw one initial consonant blend on each wing circle. Cut at least 48 3/4" circles (These will be markers.) Now draw or affix the pictures on 2"X3" cards.

bracelet
skate
fly
glove
crow
blanket
slipper
stair
star
drum
block
placemat
present
snail

clown
bridge
skin
flow
glass
crayon
blouse
smoke
plaid
stick
dress
clock
frog
snake

grass
crown
brown
broom
flea
glasses
dragon
blue
black
plate
truck
green
plant

tree
gray
crack
slingshot
sled
flag
flashlight
drink
frenchfries
breezer
frame
train
showman

Print these directions: Each player chooses a ladybug. Place the picture cards face down. Players take turns turning over a picture from the pile and putting a circle on any letters that have the same beginning sound as thepicture card. The first player who gets the ladybug covered is the winner.

3b3.3. "Digraph Concentration:" Make concentration cards with the following pictures:

wheelbarrow
whip
whale
whistle

thumb
thermometer
thimble
thorn

chimney
cheese
cherries
chicken

ship
shoes
sheep
shell

Place the cards face down. The player turns up two cards, trying to match digraphs. If they do match, the player keeps the cards and gets another turn. If they do not match, the cards are turned back over, and the next player gets a turn. Play continues until all cards are matched. The player with the most cards wins the game.

* * *

OBJECTIVE	RESOURCES
3b.4. Uses phonetic analysis to: recognize vowel controllers (silent e, r, etc.). (R)	3b4.2. Carson, Patti and Dellosa, Janet, Stick Out Your Neck: Try Learning Activities. Akrin, Onio: Patti Carson and Janet Dellosa, 1977. p.47.
3b.5. Uses phonetic analysis to: recognize vowel digraphs. (R)	

3b4.1. Write a word with a short vowel sound on a strip of paper. The word should be able to make another word with the addition of the final silent e. Fold the end of the strip and print the final e on it so it forms a new word. Let the children help you find words and write more word strips.

3b4.2. Trace four large watermelon slices. Label each slice using one of the following bossy r combinations for each slice: ar, or, ir, and ur. Trace 22 watermelon seeds. Print one of the following on each seed.

ar	or	ir	ur
st__	c__n	f__	f__
h__m	t__ch	st__	ch__ch
y__n	sr__e	th__ty	n__se
__m	f__t	b__d	p__se
c__t	f__k	g__l	
f__m	h__se	sh__t	

Tell the students to look at the incomplete word on each watermelon seed. Place the seed on the watermelon slice that has the bossy r sound and would correctly complete the word.

* * *

3b5.1. Draw four cartoon-like dog faces. 6"X4" with large tongues. Cut a U-shape around the tongue so something can slip behind the tongue. On each tongue, print one of the following: ea, ai, oa, and ui. Make 13 dog bones about 4" long. Write these letters on the bones:

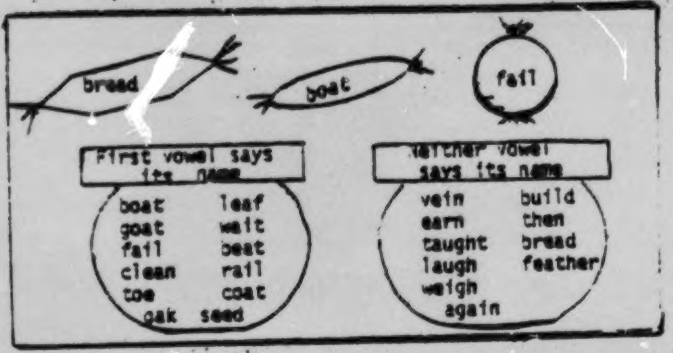
s___l
squ___k
t___d
br___n
b___k
m___l
s___t
p___l
cr___k
m___l
c___t
s___l.

Write these directions: Can you put tne bones in the dog's mouth to make words?

OBJECTIVE	RESOURCES
	3b5.2. Burie and Heltshe, Reading With a Smile, p. 75. 3b5.3. Hurst, "Textbook Plus," p. 38.

103

3b5.2. Trace two candy jars and 28 pieces of candy. Laminate and cut out. Code eacn candy for self-checking by marking all pieces that belong in one jar with a "1", and all pieces that belong in the other jar with a "2." Have the children place the candy in the appropriate jar, matching the words on the candy pieces with the rule printed on the jar.


bread
boat
fail
First vowel says its name
boat
goat
fail
clean
toe
oak
leaf
wait
beat
rail
coat
seed
Neither vowel says its name
vein
earn
taught
laugh
weigh
again
build
then
bread
feather

3b5.3. "Leap Frog Game:" Make a gameboard by drawing a trail of blank lily pads about 2" accross. Make the first lyly pad "start" and the last "finish." Make 18 1½"X3" cards. Put these pairs of words on the cards, one pair to each card. Write the S or D designations (same or different) in the lower right corners of the cards.

quiet/feed (d)
each/seen (s)
weed/fried (d)
free/street (s)
carried/tried (d)
grief/treat (s)
ready/carried (d)
tree/seat (s)
seen/leash (s)

greedy/gee (s)
tries/free (d)
greet/greedy (s)
grief/seal (s)
seed/piece (s)
meat/receipt (s)
grief/pie (d)
feed/friend (d)
lie/least (d)

You need three people for this game. One person reads the words on the cards while the others move their frogs two spaces if both words have the same long e digraph, one space if the words do not. After answering, players may see cards. The winner is the one who reaches "finish" first.

OBJECTIVE	RESOURCES
3b.6. Uses phonetic analysis to: recognize diphthongs. (R)	3b6.1. Burie and Heltsche, Reading With A Smile, p.77. 3b6.2. Hurst, "Textbook Plus," p. 38.

LIBRARY RESOURCES:

FSR 428
Working with vowels
Troll Assoc., 1973
6fs/cas.
Loc: Lin.

FS 421.5
Phonics-initial consonant sounds groups I, II, III.
SVE, 6fs.
Loc: Lin, Ike, Cl.

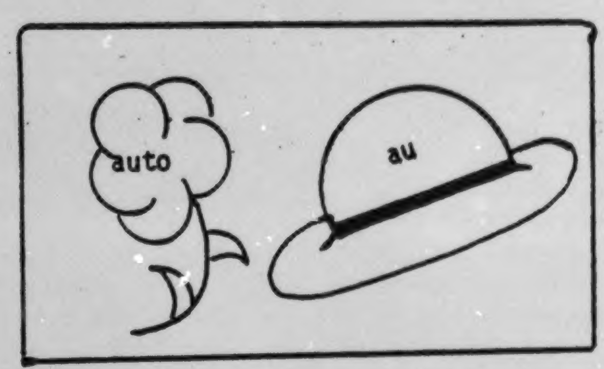
KIT 372.622
New phonics we use learning game kit 2
Rand McNally, 1975
10 games, guide
Loc: Mad., McK.

TA 372.4
It's time to think and do
Milliken, 1971
Loc: Mad.

ACTIVITIES

NOTES

3b6.1. Draw six hats. Mark each hat with a diphthong, au, aw, oi, ay, ow, or ou. Trace at least four flowers for each hat. On each flower, print a word which contains a diphthong. Have the children match the word flowers to the hats. NOTE: You may want to prepare dittos of the hats and flowers so the pupils can cut and paste the flowers on the hats and color them.



3b6.2. "Fill the bowl:" Make two large fishbowls on the inside of a file folder. Cut out 20 fish; outline half in red and half in blue. Cut out 20 1½"X3" cards. Put these words on the cards in pairs. The s or d designations (same or different) go in the lower right corner of the cards.

would/could (s)
out/enough (d)
tough/enough (s)
house/would (d)
hour/mountain (s)
rough/enough (s)
out/count (s)
dough/though (s)
could/should (s)
count/mountain (s)

soup/you (s)
surrounding/house (s)
house/should (d)
count/you (d)
cough/brought (s)
brought/bought (s)
through/count (d)
brought/you (d)
hour/tough (d)
dough/out (d)

Write these directions on the back of the folder: You will need three people: one to read the cards while the others take turns deciding whether the words read aloud have the same or different ou sounds. If correct, the player puts a fish in his/her bowl. If not correct, the card is put aside. The winner has the most fish in the bowl after going through the cards once.

* * *

OBJECTIVE	RESOURCES
4.a. Develops visual discrimination by: recognizing similarities and differences in pictures and shapes. (R)	4a.1. Burie and Heltsche, *Reading With a Smile*, p. 19.
4.b. Develops visual discrimination by: discerning differences in size and shape of letters and words. (R)	4b.1. Burie and Heltsche, *Reading With a Smile*, p. 57. LIBRARY RESOURCES: TA 372.4 It's time to think (visual discrimination) Milliken, 1971 Loc: Mad. 770 Hob Hoban, Tana Look again! Macmillan, 1971 Enlarged phot. of plants and animals. Loc: Cl, Jack, Jeff, Mon. 152.1 Bro Brown, Marcia Listen to a shape Watts, 1979 Loc: Jeff, Lin, McK, Mon.

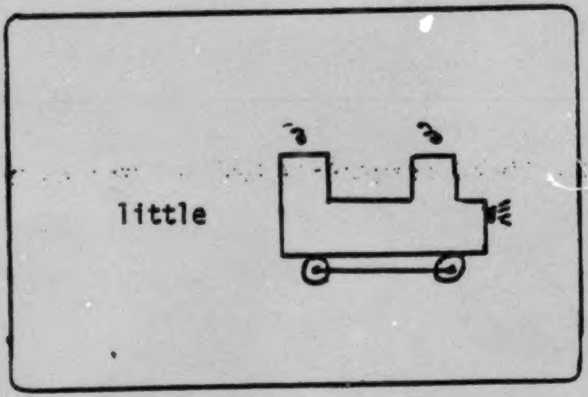
4a.1. Measure poster board into 2"X3" cards. Draw circles on pairs of cards in duplicate form. One design should remain whole, and the other is to be cut into puzzle form. The child is to put the puzzle pieces together and match the cards.

4a.2. Draw shapes and pictures on 15 index cards. Cut them in half. Draw two columns on the board. Label one the "left side," and the other the "right side." Pass out the card halves to the class, so each child has one half. Select a child to stand up, show his/her card to the class, and tell which column it belongs in. After all children have identified the columns for their cards, let them find the matching halves of their cards.

4a.3. Use simple jigsaw puzzles for developing visual discrimination.

* * *

4b.1. Draw train cards on poster board to correlate with the configurations of the words on your list. Write the words that match the shapes of the train cards on index cards. Have the pupils match the train car to the corresponding word from the list.



OBJECTIVE	RESOURCES
5. Develops left-to-right visual patterns. (R)	5.1. Hurst, "Textbook Plus," p. 34.
6.a. Uses structural analysis to: recognize and identify the meaning of root words. (M)	

4b.2. Write words with similar shapes on separate index cards. Ask the children to match the cards which have words of the same shape.

card soil
sag tag
dunk book

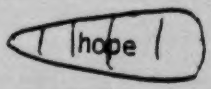
* * *

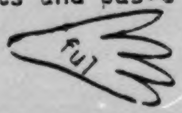
5.1. "Color Spell:" Paste various shapes cut from the following colors on cardboard: red, orange, yellow, green, blue, purple, gray, brown, black, and pink. Print the color names beside the shapes in large lower case letters. Cut 48 1"X2½" cards from cardboard. Print one letter of each color name on each of the cards. Provide these directions: Spread out all of the letter cards face down. Players each take five cards. They then take turns matching and covering the letters of the color words in a left to right progression. The second letter cannot be covered until the first letter has been covered. If a player cannot cover a letter, he/she may exchange all or some of the letter cards, face down, from the spread out cards remaining. The winner is the player who is rid of all of his/her letter cards after the total pool of letters is gone.

5.2. Use a story chart and read aloud to the class. Be sure that the children follow along silently. When using a book that every child has a copy in hand, ask them to follow while you read.

* * *

6a.1. Cut several carrot shapes with the leaf part cut separately. On the leaf part, print word endings, s, ed, ful, and ing. On the root part, print root words. Put the root cards in one box and the leaves in another. Each child draws a root word card, then a leaf card. The one who completes a carrot first wins. VARIATION: Provide each child with a set of carrots and leaves with the words and endings printed. Let them match the two parts and paste them together.





OBJECTIVE	RESOURCES
	6a.2. Selected Curriculum Activities for All Ages. Teachers Publishing Co., 1968, p. 82.
	6a.3. Forte and Pangle, Spelling Magic, p. 82
6b.1. Uses structural analysis to: recognize inflectional forms and their influence on words to which they become attached: inflections that indicate number (s,es). (M)	6b1.1. Mallett, Classroom Reading Games Activities Kit, p. 129.

ACTIVITIES

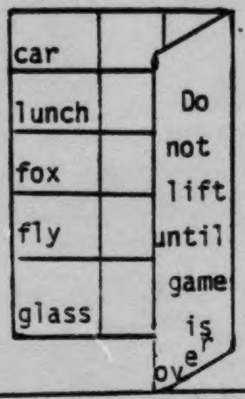
NOTES

6a.2. "Around It Goes:" Make a large wheel from tagboard and connect a spinner with a brass fastener. Print word endings along the rim of the wheel. Provide a list of root words which will use the endings. Each player spins the wheel and uses the suffix at which the spinner stopped to combine with a root word to form a new word. VARIATION: Make a wheel for prefixes and combine them with root words.

6a.3. Root Relay: Print words that have prefixes or suffixes on 40 index cards. Provide a chalk board, chalk, erasers, and a small bell. The group is divided into two equal teams. Shuffle the word cards. A student or the teacher draws a card, reads the word, and taps a bell. One student from each team hops to the board and writes the root word. The first child to spell the root word correctly wins a point for the team. The game continues until one team scores 20 points.

* * *

6b1.1. Make several gameboards with four columns of rectangles. Each rectangle should be the size of an index card. In the first column, print a singular noun in each rectangle. In the third column, print the plural form of that word. Fold the board on the line between the third and fourth columns, and print on the outside, "Do not lift until the game is over." Provide a set of index cards on which plural endings (s, es, ies) have been printed. Make several sets of these index cards. Have the child place the ending card in the rectangle next to the word. The student may check his/her own work when finished.



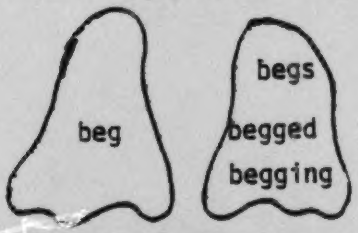
Answer is under flap.

OBJECTIVE	RESOURCES
	6b1.2. Bruno and Jessie, Hands On Approach to Grammar, Spelling, and Handwriting, p. 107,108. "Horn of Plenty" master available in curric. off.
6b.2. Uses structural analysis to: recognize inflectional forms and their influence on words to which they become attached: inflections that indicate simple tense. (s, ed, ing) (M)	6b2.1. Burie and Heltsche, Reading With a Smile.
	6b2.2. Hurst, "Textbook Plus," p. 40

6b1.2. "Horn of Plenty:" Make a worksheet with the horn of plenty and outlined shapes of fruits. Decorate a coffee or shortening can. On metal bottle caps, glue small pieces of paper, each with one of the following words clearly printed: apple, pear, pumpkin, tomato, cucumber, pumpkin, pineapple, potato, bean, squash, and radish. Place the can on the floor. The player moves back about 10 steps and tosses each cap, one at a time, into the can. The player may try to toss each cap only once. When all caps have been tossed, gather up the caps that missed the can. The words on these caps are to be made plural when written on the worksheet. The words that landed in the can remain singular. Have the student write the singular or plural form of the words on their pictures on the worksheet and color the worksheet. VARIATION: Reverse the rules so the caps that land inside the can are used for writing plurals.

* * *

6b2.1. Draw ghosts on cards and cut out. On one side of the ghost, print a verb, such as hop or tap. On the other side of the ghost, print the word forms using s, ed, and ing. Each child selects a ghost, writes the forms with the endings, and checks his/her own work on the back. Then the child uses one form in a sentence.



6b2.2. Make a gameboard with 29 spaces. On each space, write a noun, except for the "start" and "finish" spaces. Make a spinner with six segments. In the segments print: ed-2, ing-3, s-2, ed-3, ing-2, and Lose a Turn. Each player spins the spinner and moves the number of spaces indicated. The player must make up a sentence using the noun in the space and a verb with the ending required on the spinner.

* * *

OBJECTIVE	RESOURCES
6b.4. Uses structural analysis to: recognize inflectional forms and their influence on words to which they become attached: inflections that indicate comparisons of adjectives and adverbs. (er, est). (I)	6b4.1. Hurst, "Textbook Plus," p. 41.

6b4.1. Inside a folder, print these words:

pretty
ugly
wise
silly
nice
high
funny
hard
kind
tiny
new
hot

For each word, insert a paper clip halfway into the folder. Thread one end of the paper clip wire through one laminated folder layer until the smaller, or inside portion, of the clip lies inside the folder and the larger lip, or portion, of the clip is on the outside. Be sure to place the clip where the comparative ending of the word would go. In some cases the clip must be inserted over the last letter of the word, over the Y for instance, in ugly. Make the following word ending cards in a size proportionate to the words written on the inside of the folder:

nest
est
iest
est
ger
ier
ier
iest
ter
er
est
est
ier
er
ier

Write these directions on the folder: Put an ending on each word.

6b4.2. Each child creates a list of least favorite and most favorite foods. Five food items for each list is ample. Then each child is to write five comparative sentences comparing and contrasting their list of foods. Instruct them to use a comparative adjective or adverb form in each sentence. They may not use: good, better, best, bad, worse, or worst. Provide helpful examples on the board:

Hot fudge sauce is stickier than pizza.
Pizza is the spiciest food on my list.

Let them illustrate their sentences and display them on the bulletin board.

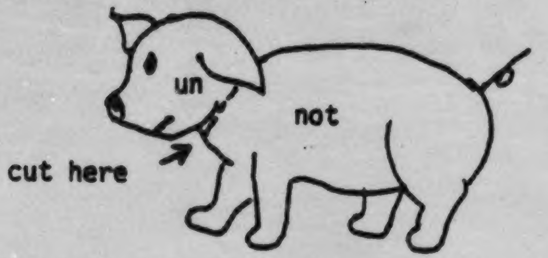
* * *

OBJECTIVE	RESOURCES
7. **Recognizes and identifies meanings of common prefixes and suffixes. (M)**	7.1. Burie and Heltsche, Reading With a Smile, p. 95.
	7.2. Hurst, "Textbook Plus," p. 43.

ACTIVITIES

NOTES

7.1. "Prefix Piggies:" Draw pig outlines on poster board. Cut out and cut the pig's head from its body. On the heads, print prefixes. On the bodies, print the definitions of the prefixes. Have the children match the prefix and its meaning by pasting the proper head to the proper body.



7.2. Make a gameboard with 38 spaces, including start and finish spaces. Write these words in the spaces: wood, encourage, play, dark, disappoint, tender, hard, discourage, tight, ill, friend, spite, light, care, wish, excite, bright, appoint, weak, thoughtful, thought, home, depart, cold, fright, home, wonder, strength, cloud, soft, color, sick, watch, apart, kind, and pain. Make 25 2"X3" cards with these suffixes: en, less, ment, ness, ful. (Make five cards with each suffix.) Each player draws a card and advances his/her playing piece to the first word that could take that suffix. The first player to reach the finish wins.

7.3. Prepare a ditto with the following: Look at the following words. If a word contains a prefix or suffix, circle the first letter of the root word. The circled letters will spell a message if they are read from the bottom up.

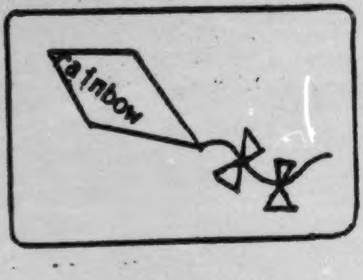
copilot
under
misunderstand
newspaper
roughen
pressure
eastward
children
retold
apply

thinly
disappear
even
boyish

(Answer: Batter up!)

OBJECTIVE	RESOURCES
8. Identifies the number of syllables in a word. (M)	8.1. Burie and Heltsche, *Reading With a Smile*, p. 92.
9. Divides words into syllables. (I)	9.1. Mallett, *Classroom Reading Games Activities Kit*, p. 155.

8.1. Draw kite patterns on index cards. Write a multisyllable word on each kite. Write the number of syllables of the word on the back of the kite. Make bows out of construction paper. Have the pupils paste the number of bows on the tail that corresponds to the number of syllables in the word. VARIATION: Let the students color and cut out the kites, tie string to the kite for a tail, and tie ribbons to the tail for the bows.



8.2. "Clap In-Clap Out:" Make a list of one, two, and three syllable words. One child is designated as the referee. The referee stands behind the child in the first chair. The teacher pronounces a word from the list. The first child claps the number of syllables he/she hears. If correct, the child moves behind the second seated child. If not correct, the referee may clap out the number of syllables, and continues to be the referee.

* * *

9.1. Cut white poster board into 20 pieces, 2"X6". Write words on these pieces, using words with varying numbers of syllables. Make 45 ¼"X2½" strips of blue poster board. Have the child draw a white card, read the word, and place the blue strips where the syllables should be divided. Provide an answer key or check their work.

OBJECTIVE	RESOURCES
9. Divides words into syllables. (I)	9.2. Hurst, "Textbook Plus," p. 40.
10. Recognizes and formulates compound words. (M)	

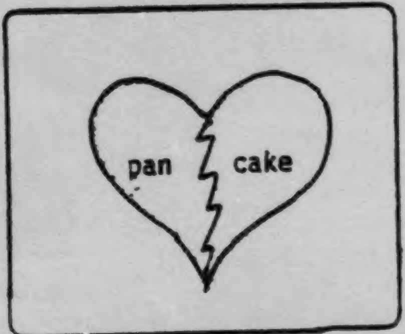
9.2. "Syllable Mountain:" Make a gameboard in which the spaces progress into a mountain. Cut out two 1" worms for markers. Make 36 2"X3" cards and draw or affix these pictures on each card:

window
wagon
doghouse
snowman
pencil
box
tractor
helicopter
gum
pear
tent
jacket
tie
cookies
book
piano
banana
witch
kite
hear
turtle
watermelon
fish
carrot
newspaper
parrot
sandwich
ball
saddle
king
turkey
bus
tomato
tiger
tricycle
pocketbook

Write these directions of the back of the gameboard: Mix the cards. Place them face down in a pile. Each player moves his/her worm over the mountain by drawing a card, saying the word, counting the number of syllables, and then moving that amount. The first one over the mountain and down the other side is the winner.

* * *

10.1. "Mend the Broken Hearts:" Draw several hearts on poster board. Put a broken line down the center of each heart. Write component words for a compound word, one on each side of the broken line. Cut each heart along the broken line. Make each one unique so the pieces fit like puzzle pieces. Hand out the halves to the students in the class and have them find the other half. Each child is to match the words that make a compound word and complete the heart puzzle.



OBJECTIVE	RESOURCES

10.2. Print the following words on an 8"X10" piece of card stock. Punch holes next to the words. Provide ten pairs of 16" shoestrings. Have the children put a shoestring in the hole next to the first word in a compound word. The shoestring is then threaded to the second word of the compound word. Continue until all of the words have been joined into compound words. NOTE: It is easier for the students if the first part of the compound word appears on the left side of the sheet, and the second part of the compound word appears on the right side of the sheet.

any• when• man• some•
one• craft• wind•
tooth• green•
motor• shield•
brush• thing•
after• any• way•
ever• noon• cast•
air• brush•
cycle• ever• broad•
north• pole•

Suggested words for additional sheets:

man
boat
country
grass
hopper
time
pole
side
life
flag
down
west
finger
pour
poke
wise
eye
flood
class
sales
light
mint
north
tip
ball
peace
pepper

10.3. "Popsicles" are cut out of brightly colored paper, and each one glued to a stick. Each pair of popsicles should match in color. On one write the first half of a compound word. Write the second half on a matching popsicle. Ask the students to match the popsicles to make compound words. VARIATION: Popsicles can also be used with syllables written on them.

* * *

OBJECTIVE	RESOURCES
11. Identifies the meaning of contractions. (I)	11.1. Hurst, "Textbook Plus," p. 40.

11.1. Rule off a 12" pizza board or heavy cardboard circle into 18 pie shaped pieces. Write one of the following phrases in each space:

cannot
I am
do not
did not
you are
should not
does not
could not
I have
will not

Make 18 ½"X3" cards and write a contraction on each:

can't
we'll
didn't
they've
they're
we're
doesn't
don't
haven't
hadn't
I've
shouldn't
you're
I'm
couldn't
you've
won't
she's

Glue each of these cards to a spring-type clothespin. Use symbols to key clothespins to the correct spaces on the back of the circle. Write these directions on the back of the circle: Clip the contractions on the clothespins on the right phrases. Turn the circle over to check your answers.

11.2. "Go Fish:" On individual cards, write contractions and the words used to make the contractions. Mix the two types of cards together. Each player gets seven cards. The player can put down any matching cards. The players take turns asking if another has a particular card. If no one has that card, the player draws from the card pile. If the draw results in a match, the player gets another turn. If no match is made, the next player gets a turn. The first person to get rid of his/her cards by putting them down in matched pairs is the winner.

* * *

OBJECTIVE	RESOURCES
12. Identifies the meanings of common abbreviations. (I)	
13.b. Uses context clues to determine the meanings of new words: clues of restatement such as appositives. (I)	

ACTIVITIES	NOTES

12.1. Abbreviation Concentration: On one set of index cards write common abbreviations, and on another set of index cards, write the meanings of the abbreviations. Shuffle the cards and place them face down. The child turns two cards face up, looking for a match. If the two cards match, the child gets another turn. If not, the next player gets a turn. When a child makes a match, he/she keeps the cards. The child with the most cards at the end of the game is the winner.

12.2. Let students design personalized license plates for their bicycles, "cars," desks, etc. They may use their initials and any other letters or numbers, up to a total of seven.

12.3. See the "Abbreviation Bunnies" activity in Strand I, LANGUAGE AND GRAMMAR, objective #48b.

* * *

13b.1. Play a verbal game where the first child says a word, the second child provides a brief definition, and the third child finishes the sentence. It is easiest to start with nouns.

The barn/ a building on the farm/ is full of hay.

13b.2. Appositive Match: On one set of index cards, write nouns. On another set, give a noun phrase which could be used to describe the nouns. Have the children match the noun phrases with the nouns and write sentences using their matching cards.

My sister, the girl with the red hair, is very pretty.

My dog, the tan cocker spaniel, is playful.

* * *

134

OBJECTIVE	RESOURCES
13.d. Uses context clues to determine the meanings of new words: descriptive words or phrases that imply the meaning of a specific word. (I)	
13.e. Uses context clues to determine the meanings of new words: picture clues. (R)	13e.1. Hurst, "Textbook Plus," p. 48.

ACTIVITIES

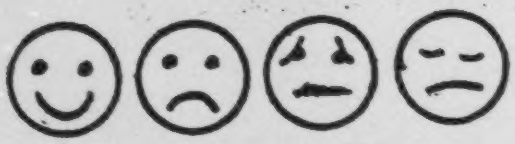
NOTES

13d.1. On a set of cards, write nouns, one on each card. Each child draws a noun card and thinks of words the describe that noun. A few pupils at a time go to the board and write their descriptive words. The other children try to guess what noun is written on the card.

13d.2. On strips of paper, write sentences using unfamiliar word and descriptive words that imply the meaning of the unfamiliar word. Fold the papers and place them in a hat or bowl. Each child draws a paper from the hat, reads it aloud, and tries to guess the meaning of the unfamiliar word.

* * *

13e.1. "Words Have Feelings:" Cut four 4" circles out of posterboard. Put the following faces on the circles.



Write the following words on index cards:

happy
frantic
glad
disturbed
scared
sorrowful
anxious
pleased
gloomy
worried
blue
troubled
delighted
joyful
contented
proud
concerned
cheerful
sad
satisfied

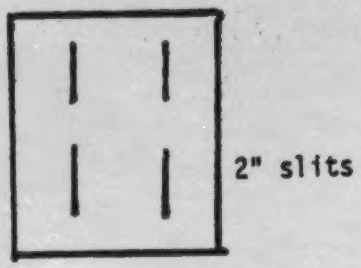
Have the children match the words with the pictures.

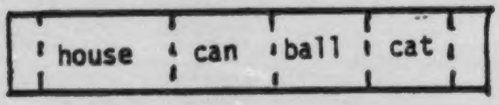
OBJECTIVE	RESOURCES
	13e.2. Mallett, Classroom Reading Games Activities Kit, p. 44-46.
15. Understands synonyms and antonyms. (I)	

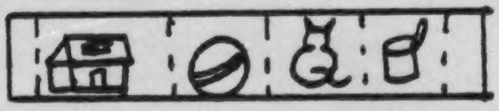
ACTIVITIES

NOTES

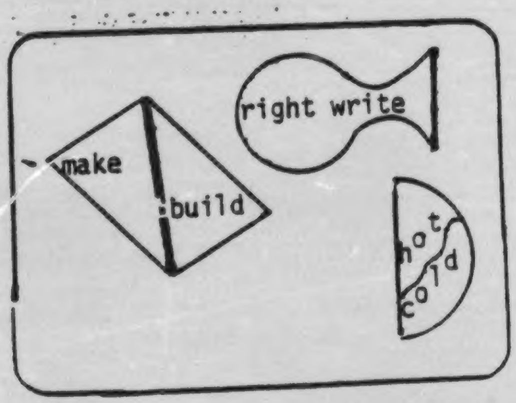
13e.2. Cut 2" vertical slits is a piece of poster board which measures 6"X10". Make matching 2"X12" strips of posterboard with matching colors for the pairs. One strip should have the words written on it, and the other strip should have pictures which correspond to the words. Put the strips through the slits in the poster board so they slide back and forth. Be sure the two strips match in color. Instruct the students to slide the strip until it says the word that names the picture. Have them match all of the words and pictures.







15.1. Synonyms, antonyms, and homonyms can be put on cards and cut into various shapes to form puzzles.



15.2. Stick Out Your Neck, p. 72.

LIBRARY RESOURCES:

KIT 423
I can read about synonyms and antonyms
Troll Assoc., 1977
15 books, 1 cas, guide
Loc: Ad, Ike, Mon.

428 Han
Hanson, Joan
Antonyms; hot and cold and other words that are different as night and day.
Lerner, 1972
Loc: Jack, Jeff, Ken, Mad.

428 Han
Hanson, Joan
More synonyms; shout and yell and other words that mean the same thing but look and sound as different as loud and noisy.
Lerner, 1973
Loc: Jeff, Ken.

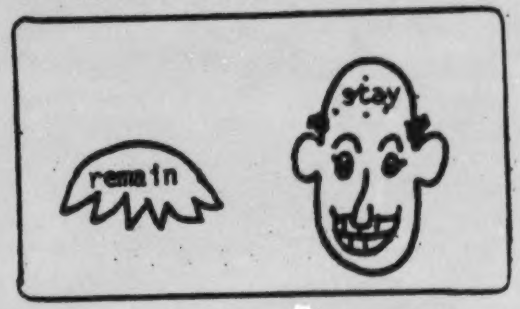
19. Uses capitalization and end punctuation as a guide to meaning. (M)

19.3. Smith, Creative Teaching of the Language Arts in the Elementary School, p. 285.

ACTIVITIES

NOTES

15.2. Trace faces and toupees. Write words on the heads and corresponding synonyms or antonyms on the toupees. The child is to match the word and its synonym or antonym by matching the face and toupee.



15.3. Make word cards using synonyms and antonyms. Give each child one or two cards, depending upon the time. Each child is to find his/her partner by matching synonyms or antonyms. NOTE: This activity can also be used for matching homonyms and contractions.

* * *

19.1. Read a selection as though there were no end punctuation. Have the children stand each time they think there should be some form of end punctuation.

19.2. On the board or a ditto, write a selection without end punctuation or capital letters. The children are to rewrite the selection, correcting all errors.

19.3. Select three to five children each day or week to proofread papers for the class. Give them names and cards, such as, "Period Pete," "Sentence Susie," and "Capital Charlie." Each child checks papers for mistakes pertaining to his/her name tag. Change jobs often so all get a chance to proofread.

* * *

OBJECTIVE	RESOURCES
21.a. Understands the literal meaning of a passage: recognizes and recalls details explicitly stated in a selection. (M)	LIBRARY RESOURCES: TA 327.4 Finding the sequence Educ. Insights Loc: Ad. TA 372.41 Story sequence Instructo #2261 Loc: Ike.
23. Differentiates between reality and fantasy. (M)	LIBRARY RESOURCES: KIT F Peter Pan Troll Assoc. 8 books, 1 cas. Loc: Mad. KIT 372.4 Dracula: fact or fiction Coronet, 1979 1 fs, cas. Loc: Ken.
24. Reads silently. (I)	

ACTIVITIES

NOTES

21a.1. Write details from a story on sentence strips. The children are to identify which details are from the story and put them in the proper order.

21a.2. Let the children draw illustrations of specific details or events in a story.

21a.3. Find colorful pictures from magazines and mount them. Write several sentences describing each picture, some which are correct in detail, and some which do not correspond with the details of the picture. Write these sentences on the front of the page with the picture. On the back, provide a key to the sentences so the student can check his/her responses.

* * *

23.1. Read a fantasy story to the children. Have them draw a picture of the parts of the story which could really happen. Or reverse the assignment and have them draw the parts of the story which could not happen.

23.2. Have the children write a fantasy story and illustrate it. The story should probably be written about themselves, such as something they "wish" would happen.

* * *

24.1. Set aside 15 minutes of class time each day for students to read silently. At the end of the 15 minutes, the children can illustrate the part of the story they read that day. Keep a folder of their illustrations. When the child finishes reading the book, he/she will have a picture book of that story.

24.2. Have the children keep a record of how many books they have read. When ten books have been completed, the child gets a star on a record sheet. When ten stars have been accumulated, the child wins a surprise or reward, such as a candy bar, comic book, or free trip to the water fountain.

OBJECTIVE	RESOURCES
27.a. Uses study skills to meet the requirements of school work: uses parts of books, table of contents, glossaries, index, subtitles, etc. (I)	27a.2. Hurst, "Textbook Plus," p. 52.

ACTIVITIES

NOTES

27a.1. Have the students write reports on topics relating to units that are being studied. Be sure to have appropriate resources available.

27a.2. "Where is it?": Make a double folder construction with two circles. Make checking holes on the outside folder. Divide circle one into eight parts. Print the following words in the parts, one to a part:

The name of the author
Alphabetical list and page numbers
Subjects or chapters in the same order they are in the book.
Title
Publisher
Copyright date
Illustrator
Story or facts

Divide circle two into six parts and label them:

Cover
Index
Back of title page
Title page
Main part of the book
Table of contents.

When keying the checking holes, remember that some items in the first list appear in two places in the book. Make sure all correct answers will be approved by using two symbols together. Write these directions on the folder:

Look at the first item on Circle 1. Decide where in a book you would find it. Move Circle 2 until you see the right answer. Turn over the folder to see if you are right.

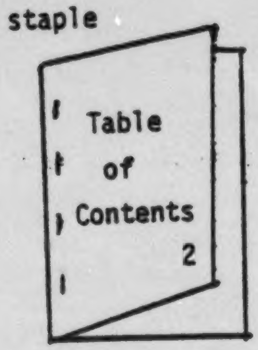
OBJECTIVE	RESOURCES
	27a.3. Mallett, Classroom Reading Games Activities Kit, p. 209.
27.b. Uses study skills to meet the requirements of school work: follows written directions. (I)	LIBRARY RESOURCES: FSR 371.3 Good study habits Troll Assoc., 1973 2 fs/cas. Loc: McK, Mon.

ACTIVITIES

NOTES

27a.3. Break the binding of old readers and tear out stories suitable for the students. Trim the edges and staple in booklet fashion, using the construction paper as a cover. Put the skill on the cover and the ability level in the lower right corner. On the inside of the back cover, write out questions that will reinforce the skills you want to emphasize. The following are examples. Each teacher will formulate the questions to correlate with the skill and stories:

Use the table of contents to answer these questions:
What was the first story in your book?
What page was the third story found on?



* * *

27b.1. On index cards, write directions that can be followed by using paper and pencil. Code the cards for self-checking. The child is to follow the instructions carefully. EXAMPLE: Draw a triangle in each corner of your paper. Put a square in the center of your paper. Draw a circle around the square.

27b.2. Make a series of direction cards. These should vary from simple action words, such as stand, wiggle, hug, hop,etc., to more complex actions. For relaxation, have the students follow the directions on a card.

OBJECTIVE	RESOURCES
	27b.3. Hurst, "Textbook Plus," p. 51.
28.c. Uses specialized reading skills needed for the various subject areas: can interpret pictures. (I)	**LIBRARY RESOURCES:** E Ward, Lynd War The silver pony; a story in pictures Houghton Mifflin, 1973 Loc: Mad, Wil.

ACTIVITIES

NOTES

27b.3. "Make a Map:" Outline a mythical country. Have the children follow written directions:

1. Name the country.
2. Draw a river from point 1 to point 21 (Rivers are never straight.)
3. Draw a railroad track from the northeast to the southeast corner. Make sure it crosses the river. You will need to draw a bridge.
4. Draw a small lake at point 2. Name the lake.
5. Draw the capital city at point 1 and label it.
6. Draw two islands on the coast.
7. Draw a city on the peninsula.
8. Draw cities on the shore at one end of the country. Key them. Also key any mountains, or other sights of interest.

* * *

28c.1. Have each student draw a picture of a room in a house or school and then write down as many words as possible for things that would be found in that room. Let the students share their pictures and lists.

28c.2. Cut pictures from magazines and mount on writing paper, leaving space below the picture for writing. Give each child a picture. Let them write a description of what is happening in the picture.

28c.3. Each child is to write a story and illustrate it. The children trade pictures, without having read each other's stories. Using the picture as a stimulus, each child writes a story. The children then compare their stories.

* * *

OBJECTIVE	RESOURCES
30. Uses supplementary references such as encyclopedias and dictionaries. (I)	LIBRARY RESOURCES: FS 028.7 Using reference meaterials Troll Assoc., 1970 Loc: Cl, Lin, McK.
33. Identifies with characters and events portrayed by authors. (M)	LIBRARY RESOURCES: 028.5 Caldecott Activity Program Sunburst Activity cards designed to extend reading experiences and involve the child in the literary process. Loc: CC

ACTIVITIES

NOTES

30.1. Each child selects an animal and looks up information about the animal in the dictionary and encyclopedia. Using the facts located in these sources, the child draws a picture of the animal. Then the pupil shows the picture to the class and tells about it.

30.2. Write down the page number of a dictionary or encyclopedia and a definition of a word that is found on that page. The students look on that page, find the word and write it down. If they are using a dictionary, they might write down the phonetic spelling of the word. If they are using an encyclopedia, they should write down a few important facts about that thing. Have the child use the word in a sentence.

30.3. Challenge some children to dig through the dictionary to find some "weird words" They should look for a word that is completely new and sounds funny to them. A list of two to five weird words should provide some fun for them. Let the other students look them up to see if the person is correct and that the word really exists.

* * *

33.1. Read a selection to the children. Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst, would be a good choice. Each child chooses a character or event from the story which is similar to something in his/her own life, and writes about it.

33.2. Read the first part of a story to the children. Then stop reading and select children to play the parts of the main characters. Give them a chance to plan their ending. Then they perform their ending before the class. VARIATION: Let several different groups plan and role play the ending to the story. The class may want to discuss similarities and differences.

* * *

ADDITIONAL RESOURCES
for
STRAND IV

FS 421.5	Learning about our language series, set I McGraw, 1966. (6 filmstrips) Loc:
FS 372.4	Primary graded word phrases SVE, 1966. Level A: 1, 2, 3, 4 Level B: 1, 2, 3, 4 Level C: 1 - 10 Level D: 1 - 16 New graded word phrases Level E: 1 - 24 Loc: Mad
FS 372.4	Reading speed series SVE, 1966. Contents: 5-8 letter words, 4 letter words, 4-8 letter words, 1-3 letter words, 3-4 letter words. Loc: Ken, Mad
FS 421.5	Spelling: because they want to write Imperial Film Co., n.d. Contents: Letters, the guilding blocks; long and short vowels; quiet letters; combining vowels and consonants; digraphs, blends, and dipthongs; the alphabet and alphabetizing. Loc: Lin
FSR 428 Wor	Working with blends and digraphs 6fs/3cas Troll, 1973 Loc: Ike, Lin, Mad
FSR 372.41 Al	Alphabet fun (Gr. 1-3) Coronet, 1973 (4 FILMSTRIPS/CASSETTES)
FSR 170 Cr	Creative thoughts Eyegate House, 1973. (4 filmstrips/cassettes) Contents: Interpretation: fact or fancy, illusions, translations. Values: the thin line, situational ethics, changing patterns. Decisions: what if..., fads, hysteria. Ethics: personal, family community. Loc: Ken

ADDITIONAL RESOURCES
for
STRAND IV

FSR	First choice authors and books
813	Pied Piper, 1974.
Fir	(4 filmstrips/cassettes)
	Contents: Cleary, Bulla, Henry, Chase.
FSR	Headstart on reading: look and listen
372.4	Filmstrip House, 1967.
Hea	(4 filmstrips/records, guides)
	Loc: Ike
FSR	Holt Language Extenders, Kit 3.
372.4	Holt, Rinehart, & Winston, 1977.
Ho	(6 filmstrips, 8 cassettes, guide)
	Loc: Ken
FSR	Laura Ingalls wilder filmstrip showcase
813	Miller-Brody, 1976
Lau	(1 filmstrip, 3 cassettes, script)
	Loc: Ad, Ike
FSR	Monster Sound Filmstrips, Set 2.
372.4	Bowmar, 1975.
Mon	(4 filmstrips/cassettes, guide)
	Loc: Ike
FSR	Reaching Up
372.4	Scholastic, 1973.
Re	(100 paperbacks, cards, records, tapes, charts)
	Loc: Ike
FSR	Stories about words. (Gr. 1-3)
372.61	Coronet, 1976.
Sto	Contents: Look-a-like words; sound-a-like words, synonyms, antonmys, compounds, prefixes, suffices.
	Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

FSR 160 Thi	Thinking skills Troll Associates, 1974. (6 filmstrips/cassettes, guides) Contents: Getting the real facts; what can't you figure out; deduction and inference; proper order and sequence; putting things together; identifying and differentiating. Loc: Ike
FSR 414 Wor	Working with words Troll Associates, 1974. (6 filmstrips/cassettes, guides) Contents: Introduction to syllables; prefixes and suffixes; synonyms and antonyms; putting it all together; compound words and plurals; working with syllables. Loc: Ike, Cl
KIT 372.6	Wordcraft: a new approach to rapid vocabulary building Communicad, 1969 6 fs/cas/manual Loc: Ken
KIT E	Curious George Learns the alphabet (Educational Enrichment, 1977 2fs, cas, dup masters, guide) Loc: Mon
KIT 372.4 Al	Alphatime (1st grade) New Dimensions in Education, 1972 (records, guides, duplicating masters, inflatables) Loc: Jeff, Ike
KIT 372.41 Di	Disney's reading comprehension progra, Set I. Walt Disney Educational Media, 1978. (4 filmstrips/records, guides, spirit masters) Contents: The main idea; getting organized; sequence; following directions. Loc: Ken
KIT 372.21 Kin	Kindergarten Keys Language Development Cards. Economy Co., 1968. Loc: Cl, McK

ADDITIONAL RESOURCES
for
STRAND IV

KIT 372.4 Re	Reaching Higher Scholastic, 1974. (100 paperbacks, cards, records, tapes, charts) Loc: Ike
DR 425 SOV	Sound skills: Consonants for upper grades, vol. I, II, III. Classroom Materials Loc: Mon
DR 398.24 Aes	Aesop's fables Read by Boris Karloff Loc: Cl, Jeff, Mad, Wil
DR	Newbery Award/Honor Books recordings. Miller-Brody. Contents: Each Record has follow-up activities and guide. Loc: All schools have a large selection.
TP	Grammar transparencies Jenn Co., n.d. Contents: Nouns; pronouns; adjectives; adverbs, capitalization, antonyms, synonyms, homonyms, alphabetizing, book parts. Loc: Jack
TP	Language transparencies Hayes Co., n.d. Contents: Verbs, plurals, subjects, pronouns, punctuation, predicate, parts of speech. Loc: Jackson
TR 372.4 Vo	Vocabulary skills audion lesson Reader's Digest, 1972. (6 cassettes, guide) Levels 4,5 Loc: Mon
CM	Read the picture stories Word Making Production, 1967. (12 Vol.) Loc: Ike

ADDITIONAL RESOURCES
for
STRAND IV

CM EDL--Reference Skills (Study Skills Library)
Level CCC by H. Alan Robinson
(Activity sheets)
Contents: Book titles; table of contents; title page; illustrations and captions, maps, dictionary, index; diagrams; glossary.
Level DDD
(activity sheets)
Contents: Alphabetical order; title page; copyright notice; table of contents, dictionary--words with many meanings; dictionary--guide words, glossary, index, list of maps and illustrations, acknowledgements page.
Level EEE
(activity sheets)
Contents: Alphabetical order; table of contents; pronunciation key; reference tables, index, glossary, bibliography, card catalog.
Loc: Jack

CM Schoolhouse: a word attack skills kit
SRA, 1973.
Loc: Ike, Jeff, Lin

CM Read on! 100 individualized reading projects and exercises for intermediate grade interest.
Educational Insights, 1974.
Loc: Ike, Ken

CM Flash X - 10 Sight vocabulary, grade 3
- 5 Sight vocabulary, grade 1
- 6 Sight vocabulary, grade 2
- 2 Primary recognition
- 1 Readiness pictures
- 4 Basic accuracy, letters

Loc: McK

CM Basic word sets --A
Barnell-Loft, 1973.
(36 booklets, spirit masters, guide)
Picto-Cabulary Series
Loc: Jack

ADDITIONAL RESOURCES
for
STRAND IV

CM
Capitalization and Punctuation A, B, C, D
by Richard A. Boning
Barnell-Loft, 1972.
(4 boxes with 12 student booklets, record sheets, answer sheets, manuals)
Loc: Jack

CM
Picto-cabulary series, Set 222
by Richard A. Boning
Barnell-Loft, 1972.
Also: Words to eat
Words to Meet
Words to wear
Loc: Wilson, Jack

CM
Discovery Reading Cards
by Dana Newman
Center for Applied Research, 1974.
(30 cards)
Loc: Jack, Wil, Ike

CM
Through Library doors
Study skills book, SW 8.
Scholastic, 1968.
Loc: Lin

CM
Reading attainment systems
Grolier, 1972
(Reading selection, skill cards, etc.)
Loc: Wil

CM
Creature Teachers -- Adventures in Hotel Scary
Economy, 1974.
(22 cassettes, pupil books)
(word attack and early comprehension skills)
Loc: Cl

CM
IDEAL Tapes
No. 2747 Vowels (10 tapes, ditto masters)
No. 2727 Initial and final consonants (same)
No. 2707 Reading-writing readiness (8 tapes, ditto masters)
No. 2737 Blends and digraphs (5 tapes, ditto masters)
Loc: Cl

ADDITIONAL RESOURCES
for
STRAND IV

TA	Match letters (capitals)
372.4	SVE 1971 #1017
Mat	(8 cards, guide)
	Loc: Ken
TA	Match letters (lowercase)
372.4	SVE 1971 #1018
Mat	(8 cards, guide)
	Loc: Ken
TA	Rhyming pictures bingo
372.4	SVE 1971 #1009
Rhy	(8 cards, quide)
	Loc: Ken
TA	Short vowels
372.4	SVE 1970 #1008
Sho	(8 cards, guide)
	Loc: Ken
TA	Welcome to English, by Thomas Lisemore
428	Regents Pub. 1973
Wel	(5 books, Levels 1-5)
	Loc: Jeff, and others
TA	Language Skills: Consonant and vowel sounds
423	Teaching Resources 1973
Lan	(80 picture cards, guide)
	Loc: Lin
TA	Ginn Basic Card Set: Unit II, word cards
	Ginn and Co.
	Loc: Cl
TA	Search and Research, Set A
	(an individualized approach to the initial teching of research skills)
	Creative Teaching Press CTP-144 (50 cards)
	Loc: Adams
TA	The Vocabulary Box -- Primary
	Educational Insights 1979 No. 9145
	(120 activity cards)
	Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Fin	Final consonants SVE 1970 #1006 (8 cards, guide) Loc: Ken
TA 372.4 Ini	Initial consonants SVE 1970 #1005 (16 cards, guide) Loc: Ken
TA 372.4 Lon	Long vowels SVE 1970 #1007 (8 cards, guide) Loc: Kennedy
TA 372.4 Sch	Scholastic skills books -- Phonics Scholastic Book Service, 1973. Loc: Ike
TA 372.4 Cro	Croft-NEI reading resource file Bureau of Business Practice, 1975. (60 cards, guide) Loc: Mon
TA 372.6 Voc	Vocabulary improvement practice. Harcourt Brace Jovanovich, 1975. (160 cards, guide) Loc: Mon
TA	Language patterns Milton-Bradley Loc: Ad
TA 372.4 Usi	Using context clues. Educational Insights, n.d. Loc: Ad
TA 423.07 Dic	Dictionary Skills. by L. Moquin Curriculum Associates, 1974. (10 books, guide) Loc: Lin

ADDITIONAL RESOURCES
for
STRAND IV

TA	Vocabulary Development Milton-Bradley Contents: synonyms, antonyms, homonyms, homographs, prefixes, suffixes. Loc: Ad
TA	You'd better believe it Educational Insights, n.d. (100 individual reading exercises) Loc: Jack
TA	Mind Expanders Educational Insights, n.d. Loc: Jack
TA 028.7 Lib	Library Skills charts Ideal, 1968. #2780 (18 charts, guide) Loc: Ken
TA	The Vocabulary Box -- Intermediate Educational Insights, 1979. No. 9146 (120 activity cards) Loc: Ad
TA 028.7 Inf	Information Fast Educational Insights, 1974. (125 activity cards) Loc: Ken, Jack, Mon
TA 028.7 Dis	Discovering your library Creative Teaching Press, 1976. CTP-143 (activity cards, guide) Doc: Jack
TA	Strategies in Study Skills Milton-Bradley Contents: dictionary skill, reference skills, informational skills, sentence comprehension, paragraph comprehension. Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Ind	Individualized reading job cards Stan Laird, 1971. (cards, teacher's guide) Loc: Wil
TA 372.4 Rea	The Reading Box, 150 reading games and activities. Educational Insights, 1974. (150 game and activity cards) Loc: Wil, Jack, Mon
TA 793.73 Rea	Reading games and activities by Mary E. Dorsey Lear Sigler/Fearon, 1972. Loc: Wil
TA 793.73 Sev	77 games for reading groups by Seymour Metzner Lear Sigler/Fearon, 1973. Loc: Wil
TA	Read On! 100 individualized reading projects and exercises for intermediate grade interests. Education Insights, 1974. Loc: Ken
FC 152.1 SAM	Same or different cards DLM 1970 DLM 176 (30 cards) Loc: Wil
FC 152.1 Sam	Same or different proportion cards DLM 1973 DLM 254-A (30 cards) Loc: Wil
FC 372.6 Ass	Association picture cards I DLM 1969 no. P-124 Loc: Wil

ADDITIONAL RESOURCES
for
STRAND IV

FC 372.6 Ass	Association picture cards II DLM 1969 no. P-155 Loc: Wil
FC 421	Picture word builder Milton Bradley 1966 Loc: Ike
FC 421 Pic	Picture word cards, the 95 commonest nouns by Edward W. Dolch) Garrard 1960 Loc: Ike
FC 428.3 Bas	Basic sight vocabulary cards Garrard 1949 (220 cards) Loc: Ike
FC 428.3 Pop	Popper words: Set 1: Easier half basic sight vocabulary Set 2: Harder half basic sight vocabulary by Edward W. Dolch) Garrard 1960 (110 cards in each set) Loc: Ike, Jack, Mon
FC 424 Honm	Homonym poster cards Multon-Bradley, 1965. #7510 (30 cards) Loc: Ike
FC 424 Syn	Synonym poster cards Milton-Bradley, n.d. Loc: Ike
FC 428 Ant	Antonym poster cards Milton-Bradley, 1968. No. 7529 (30 cards) Loc: Ike, Ad

ADDITIONAL RESOURCES
for
STRAND IV

GA 152.14 Pic	Pick-pairs; a card game of visual recall Milton-Bradley, 1971. (108 cards) Loc: Ike
GA 414 Pho	Phonetic rummy Sets A, B, C, D Kenworth, 1953. no. 2156 (60 cards in each set) Loc: Ike, Jack, Mon (D)
GA 421 Dog	Doghouse game fun with phonics Kenworthy, 1963. #2155 Loc: Ike
GA 421 Mat	Match, a picture-word matching game, Set 1 by Edward W. Dolch Garrard, 1953. (96 cards) Loc: Ike
GA 421 Mat	Match me, rhymning words activity cards Trend Enterprises, 1974. #T-332 (32 cards) Loc: Ike
GA	Lets' learn sequence Instructo, n.d. #1015 Loc: Jack
GA	Word Prefixes Word Suffixes Kenworthy, n.d. Loc: Jack
GA 414 Pho	Phonic rummy, sets 1, 2, 3 Kenworthy, 1973 (3 sets of cards, directions) Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND IV

GA 421	Vowel lotto designed by Edward W. Dolch Garrard, 1956 (game cards, marker, directions) Loc: Mon
GA 372.4	Reading games that teach word attack skills, book IV Creative Teaching Press, 1970. (39 games) Loc: Wil
GA 428.3 Pas	Password Milton-Bradley, 1970 Loc: Ike
GA 028.7 Coo	Cool Chicken (library skills) Upstart, 1978. (gameboard, 162 cards, markers, story, rules) Loc: Mad, Mon
GA 028.7 Lib	Library games; classifying and finding materials Learnco, 1970. #C 141 Library Games Skills Kit I (activity cards) Loc: Mon, Mad
GA 028.7 Lib	Library games; using the card catalog Learnco, 1976. #C 145 Library Games Skills Kit II (activity cards) Loc: Mad, Mon
GA 027.8 Usi	Using the Encyclopedia Learnco, n.d. #E 146 Library Games Skills Kit III (activity cards) Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. 372.4	Barnes, Don Reading, Thinking, and Reasoning Skills. Steck-Vaughn Co., 1974. (6 levels of pupil workbooks and teacher's guides) Loc: C.C.
Prof. 028.5 Bec	Beck, Margaret V. A guide for introducing library skills to kindergarten and primary grades. T. S. Denison, 1967. Loc: Jack, Mon, C.C.
Prof. 028.7 Bec	Beck, Margaret V. Guidebook for teaching library skills. T. S. Denison, 1965. Loc: Jack, C.C.
Prof. 372.1 Bel	Bell, Irene Wood Basic media skills through games. Libraries Unlimited, 1979. Loc: Mon
Prof. 028	Decker, Isabelle M. 100 novel ways with book reports. Citation Press, 1969. Loc: C.C.
Prof. 372.4 Far	Farnette, Cherrie Kids' Stuff reading and writing readiness. Incentive Publication, 1975. Loc: Mad
Prof. 372.4 FOR	Forte, Imogene Kids' Stuff reading and language experiences. Incentive Publishing. 1975. Loc: Mad
Prof. 372.4 For	Forte, Imogene Kids's Stuff reading and language experiences. Incentive Publishing, 1973. Loc: Mad

ADDITIONAL RESOURCES
for
STRAND IV

Prof. 372.6 Lip	Lipson, Greta B. Fact, fantasy and folklore, expanding language arts and critical thinking skills. Good Apple, 1977. Loc: Ike
Prof. 372.4 Mal	Mallett, Jerry J. Classroom reading games activities kit. Center for Applied Research in Education, 1975. Loc: Lin, C.C.
Prof. 372.4 Mye	Myers, Garry Fun with phonics Highlights for Children, 1966. Loc: Kennedy
Prof. 372.6	Platts, Mary E. Anchor; a handbook of vocabulary discovery techniques for the classroom teacher. Educational Service, 1970. Loc: Wil, Mon, Lin, Mad
Prof. 372.6 Rib	Ribisl, Jean M. Consonant capers Houghton-Mifflin, 1975. (6 booklets) Loc: Mon
Prof. 372.6 Way	Wayman, Joe Secrets and surprises. Good Apple, 1977. Loc: Ike, Cl

STRAND V

WRITING

OBJECTIVE	RESOURCES
1. Recognizes that the written words are graphic symbols for spoken words. (R)	1.1. _Selected Curriculum Activities for All Grades_. Darien, Conn.: Teachers Publishing Co., 1968, p. 44. 1.2. _Selected Curriculum Activities for All Grades_, p. 45. _LIBRARY RESOURCES_: FS Getting to know words 425 Popular Science Ge Loc: Lin.
2.c. Develops handwriting skills: prints neatly, legibly, and with moderate speed. (R)	2c.1. Furlong, Kay, _Language Skills_. Palos Verdes, Ca.: Frank Schaffer Publications, p. 34.

ACTIVITIES

NOTES

1.1. Class Newspaper: The teacher calls on students one at a time. Each volunteer contributes an item of news about something that has happened or something that will happen. When the child is finished talking, he/she summarizes what has been the main idea into a sentence. The teacher writes that sentence on the board in the "Daily Newspaper." Encourage the class to discuss each news item. A total of about eight items per day should suffice.

1.2. Assign each child a "Noisy Word", such as buzz or whirr. Have the children use their words in sentences. VARIATION: The first child uses a noisy word in a sentence. Ask a question about the first child's sentence that the second child must answer by using his/her assigned word. Continue this process around the room. Encourage the children to tie their sentences together into a story. Try it again another time using color or action words.

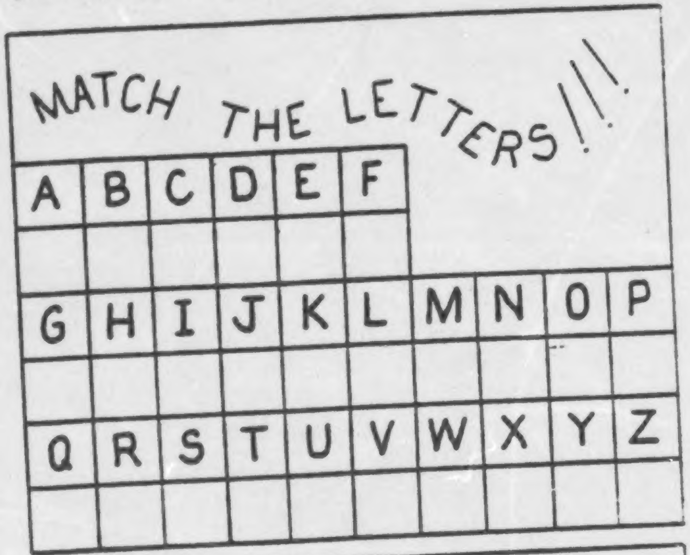
* * *

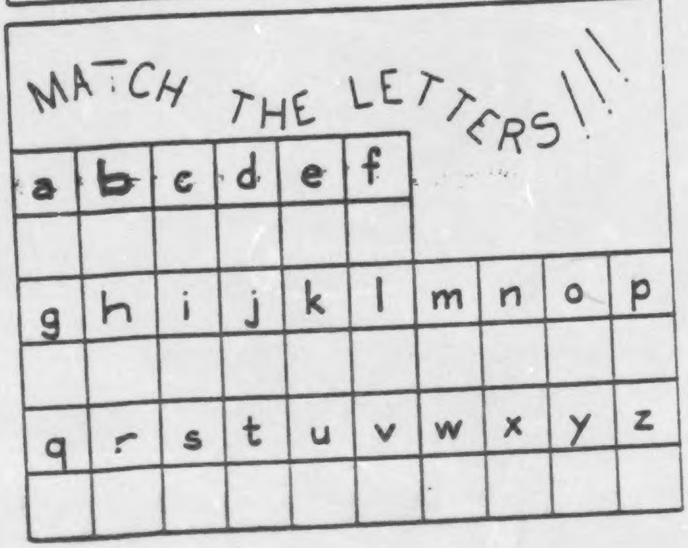
2c.1. "Word Reverse Code:" Provide each child with a sentence written backwards. The child decodes the sentence and writes it correctly.

2c.2. Choose several short paragraphs and write the topic sentences of each, with plenty of space between them, on the chalk board. On strips of paper, print each of the remaining sentences and pass them out to the students. Have each student read his/her strip and decide which topic sentence it relates to. The student stands next to the topic sentence and decides with the other students who have gathered there the correct order of the sentences in the paragraph. Each group then reads their sentences for the paragraph to check their choice and arrangement. When their choices have been checked, they each write their paragraph on writing paper.

OBJECTIVE	RESOURCES
	2c.3. Mallett, Classroom Reading Games Activities Kit, p. 29.

2c.3. Print the upper and lower case alphabet, each on a 1"X1" square of poster board. Print the letters of the alphabet on the 6"X10" pieces of poster board, the upper case on one, and the lower case on the other. The student takes out the big cards, places them in front of himself/herself and reads these instructions: Decide which card you will use. If you use the card with the capital letters, then you must place the small cards with the small letters under each capital letter. If you use the card with the small letters, then you must place the small cards with the capital letters under each small leter. Have someone check your card when you are finished.


MATCH THE LETTERS!!!
A B C D E F
G H I J K L M N O P
Q R S T U V W X Y Z

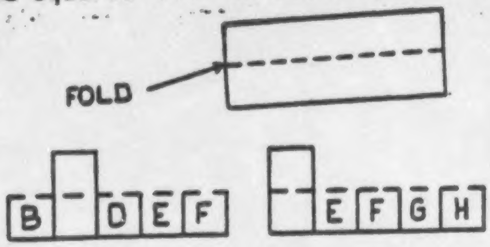

MATCH THE LETTERS!!!
a b c d e f
g h i j k l m n o p
q r s t u v w x y z

OBJECTIVE	RESOURCES
	2c.4. Mallett, Classroom Reading Games Activities Kit, p. 27.
2.d. Develops handwriting skills: uses left-to-right progression. (R)	--

ACTIVITIES

NOTES

2c.4. Fold 4"X10" pieces of poster board to make 2"X10" rectangles. Using a ruler, draw a line every two inches, as shown. Print the letters on the poster board pieces. Cut out the squares that would cover the letters if folded over. On the back of the blank letter spaces, copy the letter that has been omitted, so that if it is folded over, it will show the correct letter. Provide the following directions: Take one strip at a time. Look at the letters. There are one or more missing letters in the order that they are in. Find the missing letter cards and place them in the blank spaces. Now fold the squares over to see if you are right.



* * *

2d.1. Write scrambled sentences on the board. The pupils are to write the words in correct order. They should use left-to-right progression to sort out the sentences.

2d.2. On a ditto, write a column of words on the left side of the page. On the left, write the same words in a different order, and/or with missing letters. The children are to draw a line from the word in the left column to its match in the right column. They should complete the word, if necessary.

bake	f_r
far	t___e
three	b_k_

2d.3. Bring a typewriter to class and let the students type their names. The machine enforces the left-to-right progression. VARIATION: Let them type out their spelling list for the week.

* * *

OBJECTIVE	RESOURCES
2.e. Develops handwriting skills: uses simple punctuation marks. (M)	2e.2. Language Skills and Use, Glenview, Ill.: Scot, Foresman and Co., Bk 1, Teacher's edition. 2e.3. Spencer, Zane A., Flair: A Handbook of Creative Writing Techniques for the Elementary School Teacher. Stevensville, Mich.: Educational Service, Inc., 1972, p. 83. Loc: CC.
6. Spells a prescribed set or series of words correctly. (M)	6.2. Petreshene, Susan S., "The Spunky Speller," Instructor. Jan. 1981, p. 45.

ACTIVITIES	NOTES
2e.1. Provide a worksheet with sentences which need end punctuation. Have the students copy the sentences and provide the punctuation.	
2e.2. The children will act like the card section of a college sports event. Have each child draw a giant period on one piece of construction paper and a giant question mark on another. As the teacher reads, the children will hold up the appropriate end punctuation mark.	
2e.3. "See'm First Story:" Provide each child a sheet of 9"X12" drawing paper prefolded so that approximately ¼ of the paper is below the fold. Tell the students to draw a picture of something that interest them on the top portion of the paper. Suggest topics relating to holidays or special projects in the room. After they have drawn their pictures, instruct them: When you have finished your picture, write something about it in the space below. Try to use periods and capital letters and make complete sentences.	
* * *	
6.1. On a large piece of cardboard, draw a football field. The game begins at the 50 yard line where a cardboard ball is placed. The referee flips a coin to see who is first. The referee reads a word from a list. If the player spells the word correctly, the ball is moved ten yards toward the goal, and that player gets another turn. A misspelled word is considered a fumble, and the ball remains where it is. The opposing player tries to move the ball in the opposite direction by correctly spelling words from the list. If a player crosses the goal line, six points are awarded. If the next word is also correctly spelled, that player wins another point. The ball returns to the 50 yard line, and play continues.	
6.2. Let two children work together spelling words with magnetic letters.	

174

OBJECTIVE	RESOURCES
	6.3. Petreshene, "The Spunky Speller," p. 47.
9. Writes a complete simple sentence. (M)	9.1. Grady, Marianne and London, Madge, Sentence Sense. Palos Verdes, Ca.: Frank Schaffer Publications.

ACTIVITIES

NOTES

6.3. Have each child color on a piece of construction paper using different colors of crayons. Next, have them color the top of the colors using a black crayon. The child uses a paper clip that has been opened to scratch the spelling words on the paper. The words will appear in a rainbow of color.

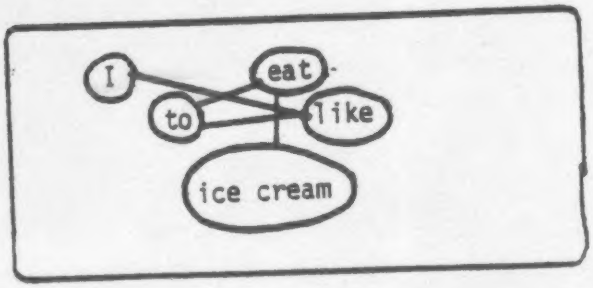
6.4. Holiday Challenge: List a group of holiday spelling words on the board and use them for a bonus in addition to their spelling words. The pupils can alphabetize the words, write sentences, combine the words to write a creative story, or take a test for bonus points.

6.5. Silent Vowel Spelling Bee: During a spelling bee, instead of having the children say the names of the vowels, let them indicate the vowel by using a signal:

i = point to the eye
o = make o with mouth
u = point to the leader
a = raise hand in the air
e = point to the ear

* * *

9.1. "Create a Sentence:" Make sentences by connecting words. Write the sentences with the words on different lines. Have the students use crayon for each individual sentence created. Then let them try to connect the sentences into a short story.



OBJECTIVE	RESOURCES
	LIBRARY RESOURCES: TR/DR Listen! Imagine and Write Xerox, 1972 Level B Loc: Jack, Ken.
19. Writes simple poetry with or without rhyme. (I)	Furlong, Kay, Language Skills. Palos Verdes, Ca.: Frank Schaffer Publishers. LIBRARY RESOURCES: TR 808.81 Nat — Nature poems Troll Loc: Wil. DR 811 Cia — Ciardi, John I met a man Pathways sound Loc: Ike. Book: Jeff, Ike.
23. Writes from dictation. (I)	

ACTIVITIES

NOTES

9.2. On index cards, write nouns, verbs, adjectives, and noun markers. Separate into sets for sentences. The children are to make sentences with the cards.

9.3. Provide sentence strips with sentences which contain a blank where the subject or the predicate would go. Provide a set of cards with subjects and predicates printed on them. Have the students match a card to a sentence. The can paper clip the missing element card to fit over the blank in the strip. Let them experiment with various subjects in the same sentence and various verbs in the same sentence.

* * *

19.1. Write a class poem with all of the children contributing. Transfer it to poster board and display it in the room.

19.2. Have each child make a greeting card and write a poem to put inside it. This activity is good for holidays and birthdays.

19.3. Show the students a picture of a busy downtown street or an event such as a hockey game. Let them suggest words that describe the sights and sounds. Ask them to make a list of rhyming words that describe the picture. List all suggested word on the board. Then have them write poems about the picture. Display the picture with their poetry.

* * *

23.1. Dictate sentences from the weekly spelling list. Use sentences containing to, too, and two.

23.2. Use stories that the children have written as sentences for dictation.

23.3. Dictate quotations from famous people.

* * *

ADDITIONAL RESOURCES
for
STRAND V

FS 412 ST	The story of writing McGraw Loc: McK, Mad
FS 425	Fundamentals of language arts (series) Eyegate 1957 Contents: Story book people/select the best title/ name the picture/famous events in American History/ Famous people/ famous works of art/ historic places. Loc: Ken
FSR 372.6 Sit	Situational Language; activities for applying language arts skills Knowledge Aid, 1400 (5 fs, 5 cassettes, student activity book, guide) Skills include: punctuation, capitalization, spelling, word meaning, and techniques of proofreading. Loc: Lin
KIT 372.4	Fokes sentence builder by Joann Fokes. Teaching Resources. 1976 (5 boxes w/200 cards, 45 sentence markers, etc.) Loc: Ike
KIT 428.2	Come to your senses, a program in writing/awareness Scholastic Magazine. 1970 (30 photos, 7 posters, guide, 4fs) Contents: Using your senses; relationships; the drama of people; telling the story Loc: Ken, Ike
TP 428.2	Sentence building 3M 1965 Loc: Ken
TR 808.82	Developing creative ability Wilson, 1968 Contents: listening fun; activities for creative writing; using descriptive words; sound stories. Loc: Cl

ADDITIONAL RESOURCES
for
STRAND V

CM	Write on! a collection of 70 creative writing ideas for teachers. Educational Insights 1974 Loc: Ken
CM	Write on! a collection of 50 creative writing ideas for individualized instruction. Educational Insights 1974 Loc: Ken
CM	Write it right. Skills book, SW 16 Scholastic, 1970 Loc: Lin, Wil
CM	Write with feeling. Skills book, SW 17 Scholastic, 1970 Loc: Wil, Lin
CM	Modern Curriculum Press Skill Boosters --C Includes; Organizing Information, Increasing comprehension, Building word power, Working with facts anddetails, Using references. Loc: Jack
CM	Discovery Writing Cards by Dana Newman Center for Applied Research 1974 (30 cards, guide) Loc: Jack
A 372.6 Sto	Story starters; primary level Creative Teaching Press, 1972. CTP-104 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-primary level Creative Teaching Press, n.d. CTP-100 (50 cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

TA	The Spelling Box--Primary Educational Insights, 1979. No. 9143 (125 activities) Loc: Ad
TA 372.6 Sto	Story starters; intermediate level Creative Teaching Press, 1972. CTP-103 (50 idea cards) Loc: Ad, Mon
TA	Recipes for creative writing-intermediate Creative Teaching Press, n.d. CTP-101 (50 cards) Loc: Ad
TA	The Spelling Box -- Intermediate Educational Insights, 1979. No. 9144 (125 activities) Loc: Ad
TA 372.6 Cre	Creative writing, or story starters for the writing center Teacher's Aide Publishing, n.d. #1003 (30 cards, teacher's directions) Loc: Jack
TA 372.6 Rec	Recipes for creative writing; Set I: General Recipes Creative Teaching Press, 1966. (activity cards, instructions) Loc: Mon
TA	Flub Stubs, prescriptive task cards to improve writing skills by Cheryl Brown Creative Teaching Press, 1975. (67 cards) Loc: Mon
TA	The Poetry Box Educational Insights, n.d. (activity cards) Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

GA 428.1 Spe	Spelling games Learning kit A, B, C, D, C. Lyons and Crnahan. 1969. (5 games each kit) Loc: Jeff, Ike, Mon, Jack, Mad
GA 372.4 Ani	Animal spelling game Ed-U-Cards, 1969. Loc: Ike
GA	Scrabble--Sentence game for Juniors Selchow and Righter, n.d. #23 Loc: Jack
GA 421.4 Spi	Spill and spell Parker Brothers, 1971. (15 cube crossword game) Loc: Mon
GA 793.73 Scr	Scrabble sentence cube game Selchow and Righter, 1971 (21 cubes, timer, timbler, score sheet) Loc: Monroe
411 Sco	Scott, Joseph Hieroglyphs for fun Loc: Lin
411 Og	Ogg, Oscar The 26 letters Loc: Jeff, Ken, Lin, McK.
Prof. 808.06 Car	Carlson, Ruth Sparkling words; 200 practical and creative writing ideas. Wagner Printing, 1965. Loc: Ike, C.C.

ADDITIONAL RESOURCES
for
STRAND V

Prof. 372.6 Chr	Christensen, Fred Springboards to creative writing. Prentice-Hall, 1971. Loc: Mon
Prof. 372.63 DAM	D'Ambrosio, Robe-ta A. Spell well: 50 prescriptive spelling activities for the primary and intermediate grades. Fearon Pitman Learning. 1980. Loc: Jeff
Prof. 372.63 Dan	Daniel, Charlie Super spelling fun. Good Apple, 1978. Loc: Ike, McK
Prof. 372.4 Far	Farnette, Cherrie Kids' Stuff reading and writing readiness. Incentive Publishing, 1975. Loc: Mad
Prof. 793.73 For	Forte, Imogene Spelling magic; activities, gimmicks, games galore for making learning mean lots more!! Incentive Publishing, 1976. Loc: Ike
Prof. 372.63 Gri	Grimm, Gary The Good Apple spelling book. Good Apple, 1977 Loc: Ike, McK
Prof. 372.64	King, Joyce Imagine that! illustrated poems and creative learning experiences. Goodyear Publishing, 1976. Loc: Ike
Prof. 372.6 Koc	Koch, Kenneth Wishes, lies, and dreams; teaching children to write poetry. Chelsea House, (1970). Loc: Ike, Mon

ADDITIONAL RESOURCES for STRAND V

Prof. 372.6 Mah	Mahon, Julia C. The first book of creative writing. Watts, 1968. Loc: C.C.
Prof. 808.02 Pot	Potter, Robert Writing sense. Globe Book Co., 1975 Loc: C.C.
Prof. 372.6 Sho	Sholin, Amy Cook up tales Scholastic, 1973. Loc: Mon
Prof. 372.6 Spe	Spencer, Zane A. Flair; creative writing techniques for the elementary school teacher. Educational Service, 1972. Loc: Wil, Ike, Mad, Mon, Jeff, C.C.
Prof. 372.62 Sta	Stanish, Bob Sunflowering; thinking, feeling, doing activities for creative expression Good Apple, n.d. Loc: Ike, Cl
Prof. 808 Str	Strong, William Sentence combining. Random House, 1973. Loc: C.C.
Prof. 372.6	Turner, Thomas T. Creative activities resource book for elementary school teachers. Reston Publishing Co., (Prentice-Hall), 1978. Loc: C.C.

APPENDICES

KEY TO ABBREVIATIONS: LIBRARY RESOURCES

FS	Filmstrip
FSR	Filmstrip and recording
KIT	Usually filmstrip.recording and activity sheets, game boards, guides, cards, etc. (a combination of activities)
DR	Disc recording (records)
TP	Transparencies
TR	Tape recording
CM	Curriculum materials
TA	Teaching aide
GA	Games
PM	Programmed materials
SP	Study print
PROF.	Professional, refers to books kept in a professional collection for teachers
NUMERALS	Book

KEY TO ABBREVIATIONS -- SCHOOL AND LOCATION:

Ad	Adams
Cl	Cleveland
Ike	Eisenhower
Jack	Jackson
Jeff	Jefferson
Ken	Kennedy
Lin	Lincoln
Mad	Madison
McK	McKinley
Mon	Monroe
Wil	Wilson
C.C.	Central collection
T.C.	Teachers' Center

BIBLIOGRAPHY OF TEACHING AIDS

LANGUAGE MASTER CARDS/TUTORETTE

Call No.	Title	Location
TA/372.4/Sig	Sight words for beginning readers Audiotronics #2015	Lin.
TA/372.4/Str	Structural analysis for beginning readers. Audiotronics	Lin
TA/372.6/Tri	Tricky words; how to spell them Audiotronics #2200	Lin.
TA/372,61.Nou	Nouns: everyday things Bell & Howell #111021	Lin.
TA/372.61/Phr	Phrases Bell & Howell #111031	Lin.
TA/372.61/Sen	Sentences Bell & Howell #11032	Lin.
TA/372.4/Fun	Fun with phonics, Set I: Initial Consonants #2051 Set IV: Long and short vowels #2054 Set X: Syllables #2060 Audiotronics	Lin.
TA/372.4/Bas	Basic vocabulary building, Set I,II. Audiotronics #2016, #2017	Loc.
TA/372.4/Alp	Alphabet zoo Audiotronics #2000	Lin.
CM	Verbs: action words Bell & Howell	Ike.
PM/372.4/Rea	The phonics program, Set I: sound blending and beginning phonetic skills Bell & Howell	Ike.

BORG-WARNER SYSTEM 80

Call No.	System 80 Title (Level)	Location
Kit/372.4	Reading words in context (A)	Lin, Wil.
	Reading words in context (B)	Lin, Wil.
	Reading words in context (C)	Lin, Wil.
	Reading words in context (D)	Ike, Lin.
	Reading words in context (E)	Ike.
	Reading words in context (F)	Ike.
	Reading words in context (G)	Lin.
	Reading words in context (J)	Lin.
	Reading words in context (L)	Lin.
Kit/372.4/Lea	Learning letter sounds (C)	Ike.
	Learning letter sounds (D)	Ike.
	Learning letter sounds (E)	Ike.
	Learning letter sounds (F)	Ike
	Learning letter sounds (G)	Lin, Ike.
	Learning letter sounds (H)	Ike.
Kit/372.4/Dev	Developing structural analysis skills.............................(I)	Ike, Lin, Wil.
	.............................(J)	Ike, Wil.
	.............................(K)	Ike, Lin, Mck, Wil.
Kit/372.6/Pre	Preschool concept development (E)	Lin.
Kit/372.6/Con	Concept development series (H)	Lin.
	Concept development series (I)	Lin.

DEXTER AND WESTBROOK

SUPPORTIVE READING SKILLS SERIES (8 booklets, dup. masters, guide)

Call. No.	Title (grade A=1)	Location
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	Reading Homographs (C)	Mon.
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